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ABSTRACT

The working draft of the teaching guide is intended for use with secondary students with learning and behavior problems and focuses on the development of three school coping skill areas: behavior control, teacher pleasing behaviors, and study skills. Each area is divided into teaching components with terminal objectives and related instructional activities. Within each area the components are arranged progressively. After an introduction and guidelines for implementation, the approach to instruction is outlined for the three stages of demonstration, practice and mastery, and generalization. Briefly considered is continuous assessment of student needs. Behavior control skill components are charted and include behavior awareness, behavior consequences, impact of behavior options, behavior change, practicing change, and exerting control. Teacher pleasing behaviors cover the areas of rules, behavior awareness, appropriate behaviors, behavior change, using teacher pleasing behaviors, and improving teacher pleasing behaviors. The study skills area includes organizing assignments and study time, using directions, developing listening skills for remembering information from lectures, locating information in a text, taking notes from a text, preparing for tests, and taking tests. Charts for group and individual recordkeeping are provided. Fourteen case samples are given. Lesson plans are included for all components and are organized according to objectives, demonstration activities, practice activities, generalization activities, rationale, individual observations, group effectiveness, and followup. Sample student worksheets are included for some lessons. (DB)

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SCHOOL SURVIVAL SKILLS

*** A GUIDE FOR TEACHERS ***

WORKING DRAFT

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This packet represents a sampling of the extended efforts by a number of people over a three year period. The basic education teachers, resource room teachers, and "liaison" teachers at several Delaware County secondary schools have given generously of their time and knowledge in assisting us with the development and field-testing of the procedures described herein.

Specific thanks are due to the Pittsburgh CSDC staff, upon whose work these SSS lessons are based. A debt of gratitude is owed to Dr. Harry J. Jamison, Jr. and William Groves for their administrative support and their unflagging belief that social skills are too important to be left to chance. Special thanks are due to the following individuals whose contributions gave direction and support to this "packet": Steve Bagelman, Barbara Barry, Marilyn Bernero, Vicki Boettcher, Cathy Booth, Chuck Boyer, Debra Cherkas, Cindy Clickner, Donna Downward, Marsha Dunham, Judy Dunn, Howard Gurack, Karen Kipp, Barbara Kreamer, John McDermott, Larry McKenna, Nancy Miller, Susan Norcini, Julia Northrup, Marva Patrick, Anne Pickett, Nancy Rickenbach, Sue Shapiro, Jean Stotter, Isabel Swank, Bill Thoroughgood, Cathy Timmins and Nancy Zion. Acknowledgements are due to Jean Emslie for her prodigious efforts at identifying and defining the most critical aspects of implementing a SSS program. This packet would not have been printed, collated, bound or shipped without the able assistance of Mr. Murphy's class at Indian Lane School, for their assistance we are truly indebted. And finally, we would like to thank Judy Diana and Cecelia White for their willingness to type, retype and retype yet again the many drafts and materials produced in the effort to develop the School Survival Skills program of which this packet is just one small part.

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SCHOOL SURVIVAL SKILLS

The Delaware County Intermediate Unit Handicapped Childrens' Model Program has developed a School Survival Skills curriculum as part of our prototype for comprehensive services for secondary students with learning and behavior problems. This project is an attempt to expand upon the work done by the Pittsburgh Child Service Demonstration Center for Learning Disabled Secondary Students (1975-1978). In the past, much attention has been given to developing curricula for students who have difficulty with reading, writing and arithmetic. It has come to our attention that many adolescents with learning problems also have inadequate social skills. The emphasis of the School Survival Skills curriculum is on exploring and developing school-coping skills. Since the secondary school faculty is typically large and diverse, our students must acquire response patterns that are appropriate to many kinds of adults. Typically, students learn the positive value of appropriate social skills without specific instruction, however, many students with learning and behavior problems do not, and for these students instruction may be essential to school survival. Additionally, many of these students who are entering secondary school have previously spent much of their academic time in self-contained classrooms where they were not expected to adjust their behaviors to a variety of teachers' rules and requirements, nor to exhibit work habits above and beyond their "own pace". As a result, the majority of educationally handicapped students give-up in school, get turned-off easily, experience failure in many of their classes, and often get themselves and their peers into trouble (Zigmond, 1978).

It is therefore essential that students who have learning and behavior problems are offered a program of support in which they are taught to deal effectively with the demands of the secondary school environment.

The School Survival Skills curriculum has been subdivided into three teaching strands: Behavior Control, Teacher Pleasing Behaviors, and Study Skills. We have analyzed each strand into teaching components, and have provided a terminal objective for each component. For each component, instructional activities related to the terminal objective must be developed by the teacher presenting the curriculum. The curriculum should be taught following a sequence of demonstration, practice and generalization activities.

When implementing the School Survival Skills curriculum, some teachers begin with behavior control while others introduce teacher-pleasing behaviors, or study skills first. The three strands are not considered to be related sequentially and may be taught in any order at any time. However, the components within each strand are developed as a hierarchy. It is our belief that the terminal objectives build on one another, and teachers should judge that the students demonstrate mastery of one objective before moving on to the next.

The School Survival Skills curriculum should complement the teaching of deficit academic skills. "Surviving" in school is not a substitute for learning the academic skills needed to be successful in the mainstream of high school; it is an intermediate step that can enhance the mainstreaming of students with learning problems.

SCHOOL SURVIVAL SKILLS CURRICULUM

The School Survival Skills curriculum has been divided into three teaching strands: Behavior Control, Teacher Pleasing Behaviors, and Study Skills. Each strand has been analyzed into teaching components. A terminal objective for each component is provided. Figures 1, 2, & 3 illustrate these components and terminal objectives for the three strands. For each component, instructional activities related to the terminal objective must be developed by the teacher presenting the curriculum, in order to meet his or her various group needs. This manual includes instructional modules that have worked in various groups. These will be examined in a later section.

IMPLEMENTING THE SCHOOL SURVIVAL SKILLS CURRICULUM

When implementing the School Survival Skills curriculum, some teachers begin with behavior control, while others introduce teacher-pleasing behaviors or study skills. The decision as to where to begin should be based on the outcome of the assessment process, and will be different for each group. The three strands are not considered to be related hierarchically. However, the components within each strand have been developed as a hierarchy. Students should demonstrate mastery of one component before moving on to the next.

The overall goal for the teacher of the School Survival Skills curriculum is to create an awareness in students so that they can determine the requirements for success in their mainstream classes.

In the section which follows, case studies have been developed from different school settings. Although the format for instruction and group composition are varied, the assessment procedure and approach to instruction are the same for each situation.

Each example offers a statement regarding the particular grouping arrangement for that school setting, as well as the individual and group assessment summary sheets. It is important to get acquainted with using these forms, as they will provide an excellent means for systematic instruction of the School Survival Skills curriculum.

Also provided are sample activities. These activities are recorded on the School Survival Skills Meeting Log sheet, as shown in Figure 7.

APPROACH TO INSTRUCTION

When designing instructional modules to teach the components of the School Survival Skills curriculum, the sequence of demonstration, practice, and generalization should always be followed.

At the demonstration stage, the teacher introduces the new skill to be learned and provides a rationale for learning the skill to the students. A variety of approaches, materials and activities are applied at this stage so that the student clearly understands the purpose for learning the skill. It is very important to understand that this is the stage of instruction when the teacher actually teaches. The learner at this point is given an organized structure or "how-to" for learning. Ample opportunity for group practice and discussion should be provided. No independent practice should take place until the instructor feels the student is ready for the second stage.

The practice stage should provide many experiences for the learner to slowly improve his/her performance of the skill. At the practice stage, the student begins to become competent at using the new skill. Gradually, the student is able to work more independently, and with less teacher direction.

The learner begins to refine performance of the skill in various settings, as well as within the special education classroom under the guidance of an instructor at the third stage. The goal of this stage is for the student to be able to apply the skill in a variety of settings and to generalize the behaviors to mainstream class situations.

When planning a School Survival Skills lesson the teacher must always ask:

Does the teaching sequence....

At Demonstration

1) Give a purpose for learning?

2) Explain to the learner:
   - what skill will be taught?
   - how to do the skill?

At Practice & Mastery

1) Vary instruction from isolation to application?

2) Vary the amount of teacher direction to learner independent?

3) Vary the cues from total cues to no cues?

4) Vary the level of memory from,
   matching-----recognition-----recall?

5) Vary the materials from concrete to abstract?

6) Vary corrective feedback from immediately after every response to at the completion of a series of responses?

7) Vary the size of the task from a few items or a small task to a larger number of items or a larger task?

At Generalization

Provide experiences to:

1) generalize the skill to new materials, experiences, real life?

2) provide practice to improve rate and accuracy?

3) provide practice on old skills and the new skills to prevent new learning from interfering with old learning?

Each activity is designed to follow the sequence of "demonstration, practice to generalization". Additionally, each activity is analyzed by four criteria:

1) Rationale (or: why was this activity chosen;)
2) Notes/Observations (or: what implications are there for individualization);
3) Effectiveness (or: how did this activity work);
4) Follow-Up (or: how can this activity be measured and monitored outside the special education situation).

The demonstration and practice activities that are provided as samples in the following situations are, for the most part, contrived while the application activity is true to life. The rationale for this sequence is that students will perform better the task at hand if it is not too threatening. This is especially true of secondary students. Although the emphasis of the School Survival Skills curriculum is on exploring and developing appropriate school behaviors, the activities presented here will often use the study skills curriculum as a vehicle in order to develop students' behavior awareness, as well as to practice behavior change.

It is a matter of personal choice and style as to how the teacher decides to present the strands of Behavior Control and Teacher-Pleasing Behaviors. We have included some sample activities from each strand.

ASSESSMENT OF STUDENT NEEDS

The special education teacher decides what information to collect and then carries out the assessment procedure for each student. Our experience shows that the most useful methods of assessing student competence in school survival skills are: reviewing of the student's school records, direct observation of the student in his or her mainstream class, interview with regular educators as well as students, and by working directly with the student. These methods of assessment should reveal information regarding each student's academic grades, attendance patterns, suspension and detention patterns, peer and teacher interactions, as well as a statement concerning the student's academic ability, behavior in school, and study habits.

This information is recorded on the individual student assessment summary sheet, shown in Figure 4. The teacher is then able to match this information to the appropriate curriculum strands(Behavior Control, Teacher Pleasing Behaviors or Study Skills).

Another means of collecting data on student behavior and study skills is the Information from Teacher Survey shown in Figure 5. This can be given to one or more of each student's mainstream teachers. Together, these surveys should yield a rough estimate of individual students needs in school survival skills.

The next step in the assessment process is to compile a profile of group needs. The teacher reviews the survival skills curriculum

totals on the individual assessment summary sheets. He or she decides to what extent each strand provides a problem for the students. This information is recorded on the group summary sheet shown in Figure 6. After compiling a summary of group needs, the teacher is better prepared to select a priority for instruction, even though it is possible that the need for instruction in each of the three curriculum strands is warranted for a particular group.

It is important to note that the assessment procedure outlined here is an on-going one. The teacher must act as a monitor of student progress in the survival skills curriculum as well as the academic curriculum. For a more detailed explanation of the assessment process the reader is referred to: Silverman, et al., "Teaching Coping Skills to Adolescents with Learning Problems", in Focus on Exceptional Children, February 1981.

FIGURE 1

SCHOOL SURVIVAL SKILLS

Curriculum Strand: Behavior Control

Components of Strand	Terminal objectives of instructional module for component
1) Behavior awareness	1) Students will be able to identify the behaviors they exhibit in typical school situations.
2) Behavior consequences	2) Students will understand that the consequences they experience are the result of behaviors they exhibit.
3) Impact of behaviors	3) Students will be able to say how their behavior in specific situations affects a) themselves, and b) others.
4) Behavior options	4) Students will be able to identify options to their present behaviors in typical school situation.
5) Behavior change	5) Students will be able to identify and substitute another option to a habituated behavior which results in negative consequences (in a contrived setting).
6) Practicing change	6) Students will practice substituting a behavior option in a specific school situation when negative consequences usually occur.
7) Exerting control	7) Students will generalize their awareness and knowledge of options to any situation (school, home, job, etc.) by selecting and exhibiting behaviors which lead to positive consequences.

Pittsburgh CSDC 1978

FIGURE 2

SCHOOL SURVIVAL SKILLS

Curriculum Strand: Teacher Pleasing Behaviors

Components of Strand	Terminal objectives of instructional module for component
1) Rules	1) Students will be able to identify the overt and covert rules in each of their classrooms.
2) Behavior awareness	2) Students will be aware of their own classroom behaviors and be able to identify those behaviors which lead to positive interactions with teachers and those which result in negative responses/interactions.
3) Appropriate behaviors	3) Students will be able to identify appropriate behaviors in a variety of classroom settings.
4) Behavior change	4) Students will be able to substitute more appropriate behaviors for identified inappropriate classroom behaviors in contrived settings.
5) Using Teacher Pleasing Behaviors	5) Students will select a mainstream teacher and an inappropriate behavior, and contract to substitute a Teacher Pleasing Behavior in the mainstream setting.
6) Improving Teacher Pleasing Behaviors	6) Students will generalize Teacher Pleasing Behaviors to more behaviors and/or more teachers.

Pittsburgh CSDC 1978

FIGURE 3

SCHOOL SURVIVAL SKILLS

Curriculum Strand: Study Skills

Components of Strand	Terminal objectives of instructional module for component
1) Organizing assignments and study time	1) Students will be able to organize assignments for more efficient use of study time.
2) Using Directions	2) Students will be able to follow oral and written directions in the regular classroom setting.
3) Listening skills for remembering information from lecture	3) Students will be able to listen to a lecture and identify the central theme, and facts to support that theme.
4) Locating information in a text	4) Students will be able to use the table of contents, index, and glossary to find specific information from a text.
5) Taking notes from a text	5) Students will be able to identify and record pertinent information from a textbook using an organized procedure.
6) Preparing for tests	6) Students will be able to use notes from lecture and reading to study for different types of tests.
7) Taking tests	7) Students will be able to apply strategies for taking different types of tests.

Pittsburgh CSDC 1978

FIGURE 4

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT:		DATE:			
ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS		
			BC	TPC	SS
GRADES					
ATTENDANCE					
SUSPENSIONS					
DETENTIONS					
INTERACTIONS - with teachers - with peers					
ACADEMIC					
BEHAVIOR					
STUDY SKILLS					
REMARKS:		TOTAL			

FIGURE 5

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

TEACHER_____

SUBJECT_____

DATE_____

Study Skills

____using the text:
  ___table of contents
  ___index
  ___glossary
  ___finding specific information in chapters

____taking notes or copying:
  ___from lecture
  ___from the board
  ___from the text
  ___from transparencies, filmstrips

Academic

____reading skills
____math skills
____writing skills
____other (please specify)

Behavior

____on time
____in seat
____quiet
____paying attention
____raising hand
____peer interaction
  ___individual
  ___small group
  ___whole group

Other

____doing homework
____taking tests
____keeping a notebook
____listening for important facts
  ___from lecture
  ___from A-V

____bringing necessary supplies to class:
  ____text
  ____pencil
  ____paper
  ____homework

____following directions
  ___oral
  ___written

Comments

FIGURE 5A

STUDENT GOAL SHEET: BEHAVIOR AND STUDY SKILLS

Please check off the skills below which you think you need for each of your classes.

Study Skills

____using the textbook:
  ____table of contents
  ____index
  ____glossary
  ____finding specific information in chapters

____taking notes or copying:
  ____from lecture
  ____from the board
  ____from the text
  ____from transparencies, film-strips

____doing homework

____taking tests

____keeping a notebook

____listening for important facts

____following directions
  ____oral
  ____written

Behavior

____on time
____in seat
____quiet
____paying attention
____raising hand
____getting along with others
____bringing necessary supplies to class:
  ____text
  ____pencil
  ____paper
  ____homework

Other:

_____

_____

_____

_____

_____

Your Name_____ Date_____

Subject _____ Teacher_____

FIGURE 6

GROUP SKILL SUMMARY

DAY: PERIOD: DATE:

NAMES OF STUDENTS	BEHAVIOR CONTROL	TEACHER PLEASING BEHAVIORS	STUDY SKILLS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTAL			

FIGURE 7

S.S.S. MEETING LOG

School _____ Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control_____ Teacher-Pleasing Behaviors_____ Study Skills_____

Component:

Objectives	Demonstration Activity	Practice Activity	Generalization Activity

Materials:

Rationale	Individual Observations	Group Effectiveness	Follow-up

FIGURE 8

Name:_____ Date:_____

Interest Survey

1) List at least 5 of your favorite things to do.

_____ _____

_____ _____

_____ _____

_____ _____

2) My employment goal is _____

_____

3) The person I most admire is_____

_____

4) My favorite musical group is _____

Because _____

5) If I could go anywhere in the world it would be to_____

_____

6) My best qualities and/or skills are:

_____ _____

_____ _____

7) The thing I like best about school is _____

_____. The thing I like least is _____.

8) If you were stranded on a desert island alone, what things would you want with you?

Northrup, Norcini, McDermott DCMP 81

SCHOOL SURVIVAL SKILLS

GETTING STARTED

The first sessions should focus on orienting the students to what they can expect from Survival Skills meetings and to set the ground rules for participation. Many students feel that they are just pawns in the educational system and have no control over what happens to them. Some just give up, but many continue to do non-productive fighting back that gets them in more difficulty. They don't see the relationship between inappropriate behavior and the backlash from the school.

At all times the students should be helped to see that they are basically in control of their behavior, are responsible for it, and to a large degree can choose what will happen to them and how people will react to them. The focus is continually on their strengths, and the development of these strengths, rather than on their negative self-concepts and the tendency to blame others for their state of affairs.

After the participants commit themselves to the course, it is suggested that some basic rules be established so that they can be discussed, understood and learned for use in all future sessions.

Suggestions for developing group interaction

1. Students (and teacher) are randomly paired. Each person interviews his partner to find out something no one else knows about that person. Each person then "introduces" his partner, including the new piece of information.

2. Students (and teachers) write down something about him/herself that he/she doesn't think the group knows. The teacher reads each statement and the group tries to match the statement to the appropriate person.
3. Students (and teachers) in turn describe themselves to the group by naming their favorite food, favorite TV show, favorite activity, animal they might want to be.
4. Everyone anonymously finishes the statement, "If I could be anyone, I'd like to be...". The teacher puts the responses on the chalkboard and the group tries to match each response with the correct responder. Each person then explains his/her choice.
5. Everyone in turn names one thing they would do if they were:

   - President of the U.S.
   - Mayor of the city
   - Principal of the school
   - A millionaire
   - Capable of predicting the future

6. A cooking project is introduced that requires several steps (no-bake brownies, for instance). The recipe and procedures are divided up and the group must work cooperatively to have a finished project. (Ex: The person who has to measure the sugar is not the same person who knows how much sugar.)
7. Complete a sociogram with "me" as the center.
8. Complete a teacher constructed interest survey (see sample Figure 8) and share with group.

SAMPLE ACTIVITY FOR DEVELOPING "GROUP"

A. PURPOSE - To become more sensitive to how one's behavior may help or hinder joint problem solving.

B. SETTING - The exercise can be used by students in the upper-elementary grades or above and takes about 45 minutes.

C. PROCEDURE -

1. Before class, prepare a set of squares and an instruction sheet for each five students. (See D. CONTENT)

2. Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.

3. Ask that the envelopes be opened only on signal.

4. Begin the exercise by asking what cooperation means. List on the board the requirements for cooperation. Example:

   Everyone has to understand the problem.
   Everyone needs to believe that he can help.
   Instructions need to be clear.
   Everyone needs to think of the other person as well as himself.

5. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.

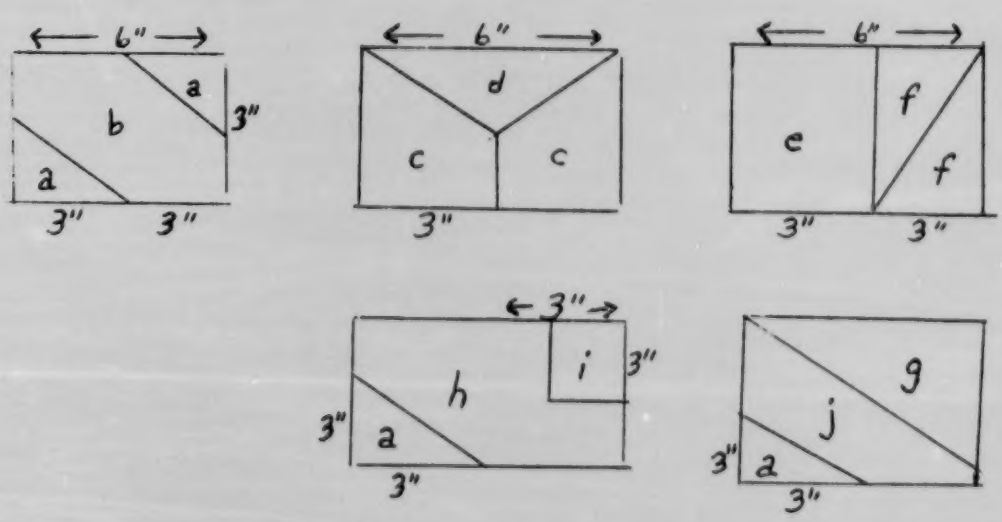
6. When all or most of the groups have finished, call time and discuss the experience.

D. CONTENT -

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A -- i, h, e
B -- a, a, a, c
C -- a, j
D -- d, f
E -- g, b, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse. By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.



30

E. ANALYSIS

Ask such questions as:

How did you feel when someone held a piece and did not see the solution?

What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?

What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?

How did you feel about the person who was slow at seeing the solution?

If you were that person, how did you feel?

Was there a climate that helped or hindered?

If students have helped to monitor, they may have observations they wish to share. In summarizing the discussion, the teacher may wish to review the factors in cooperation listed at the beginning. He may also want to ask whether the exercise relates to the way the class works from day to day.

F. MATERIALS

Set of squares and instruction sheet for each five participants.

Table for each five participants.

Stiff paper.

Envelopes

INTRODUCTION TO SAMPLE STUDIES

The following section consists of assessment information and sample lessons for two groups (classes) of students in a sample high school.

The first group described is composed of eight students. The second group is composed of six students. Both classes are heterogenous, that is, they are grouped solely as a result of the school schedule. Information for each student was collected on the "individual assessment summary sheets". This data was obtained by review of school records from the previous year, observations, interviews with other teachers and from direct contact with the students. The summary items include: grades, attendance, suspension and detention patterns, peer and teacher interactions, and a statement regarding the student's academic ability, behavior, and study skills. Specific mainstream teachers were asked to complete a behavior and study skills survey.

After collecting information on each student, the resource teacher puts together a summary of group skills. From the group skill summary, the need for instruction in each of the three curriculum strands is identified.

Emphasis in each group's class period focuses on presentation of skills and strategies to reach the target behaviors as identified by the assessment. Practice activities for each of the skills are individualized as much as possible and relate to specific mainstream classes. An initial

activity or series of activities to facilitate group interaction provides a means for establishing expectations and a purpose for group behaviors. All of these lessons are suggestions. Teachers are encouraged to expand, adapt and modify these lessons to meet the specific group needs. What is appropriate, interesting and motivating to one group may not be to another.

A teacher must be cautious and choose the target objectives and tasks carefully for each group of students. The little time a student has left in high school is too precious to spend on irrelevant tasks. We offer no time line for teaching School Survival Skills to high school students. We believe we are working with a heterogeneous population who bring tremendous individual variability to school with them. Once the teacher has some sense of what skills the students already have in their repertoire, and what skills are required to succeed in school then it makes sense to continue with a given school survival skills lesson until the student can perform the skill to an established performance based criterion.

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Bob DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	C's, & D's, a few F's	Bob only wants to get by and pass	X	X	
ATTENDANCE	Sporadic but frequent	33 days; dislikes school	X	X	X
SUSPENSIONS	Infrequent/for cutting		X	X	
DETENTIONS					
INTERACTIONS - with teachers - with peers	Gets along with both teachers & peers	Learning to not be led by peers	X		
ACADEMIC	Low reading, spelling, writing & math skills	Wants to improve but easily frustrated			X
BEHAVIOR	Very talkative Generally not a behavior problem	Unable to work independently	X	X	
STUDY SKILLS	Weak, doesn't study			X	X
REMARKS:		TOTAL	5	5	3

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Bob

TEACHER _____

SUBJECT English

DATE _____

Study Skills

✓ using the text:
- ___ table of contents
- ___ index
- ✓ glossary
- ✓ finding specific information in chapters

___ taking notes or copying:
- ___ from lecture
- ___ from the board
- ___ from the text
- ___ from transparencies, filmstrips

✓ doing homework

✓ taking tests

___ keeping a notebook

___ listening for important facts
- ___ from lecture
- ___ from A-V

✓ bringing necessary supplies to class:
- ___ text
- ___ pencil
- ___ paper
- ✓ homework

✓ following directions
- ✓ oral
- ✓ written

Academic

___ reading skills

___ math skills

___ writing skills

___ other (please specify)

Behavior

✓ on time

___ in seat

___ quiet

___ paying attention

___ raising hand

✓ peer interaction
- ✓ individual
- ___ small group
- ___ whole group

Other (please specify)

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Vic DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Poor C's, D's, F's	Dislikes school	X	X	
ATTENDANCE	Average, 17 days				
SUSPENSIONS	0	Some problems with teachers		X	
DETENTIONS	10	Problems with teachers Late for class	X	X	
INTERACTIONS - with teachers - with peers	Can be obnoxious; uses foul language; harasses his peers	low self-image; over compensates by being macho	X	X	
ACADEMIC	Poor writing & spelling skills				X
BEHAVIOR	Falls asleep; poor eye contact; talks back	Not sensitive to others' feelings	X	X	
STUDY SKILLS	Lacks them; not interested in improving them	Attention-seeking	X	X	X
REMARKS:		TOTAL	5	6	2

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Vic

TEACHER _____

SUBJECT S.S.

DATE _____

Study Skills

- ✓ using the text:
  - ✓ table of contents
  - ✓ index
  - ✓ glossary
  - ✓ finding specific information in chapters

- ✓ taking notes or copying:
  - ✓ from lecture
  - ___ from the board
  - ___ from the text
  - ___ from transparencies, filmstrips

- ___ doing homework
- ✓ taking tests
- ___ keeping a notebook
- ✓ listening for important facts
  - ✓ from lecture
  - ✓ from A-V
- ___ bringing necessary supplies to class:
  - ___ text
  - ___ pencil
  - ___ paper
  - ___ homework
- ✓ following directions
  - ✓ oral
  - written

Academic

- ✓ reading skills
- ___ math skills
- ✓ writing skills
- ___ other (please specify)

Behavior

- ___ on time
- ___ in seat
- ___ quiet
- ✓ paying attention
- ___ raising hand
- ___ peer interaction
  - ___ individual
  - ___ small group
  - ___ whole group

Other (please specify)

adv

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Kim DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Average B's, C's, D's	Grades vary with teacher		X	
ATTENDANCE	Good (average), 16 days				
SUSPENSIONS	0				
DETENTIONS	0				
INTERACTIONS - with teachers - with peers	Positive with both, well liked	Positive self concept			
ACADEMIC	Weak in spelling, writing, & math	Has made improvement			
BEHAVIOR	Has trouble following class rules		X	X	
STUDY SKILLS	Weak	But not too interested in improving study skills	X	X	X
		TOTAL	2	3	1

REMARKS:

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Kim

TEACHER _____

SUBJECT History

DATE _____

Study Skills

___using the text:
- ___table of contents
- ___index
- ___glossary
- ___finding specific information in chapters

✓ taking notes or copying:
- ✓ from lecture
- ✓ from the board
- ___from the text
- ___from transparencies, filmstrips

___doing homework
___taking tests
___keeping a notebook
___listening for important facts
- ___from lecture
- ___from A-V

___bringing necessary supplies to class:
- ___text
- ___pencil
- ___paper
- ___homework

✓ following directions
- ___oral
- ___written

Academic

___reading skills
___math skills
___writing skills
___other (please specify)

Behavior

___on time
___in seat
✓ quiet
✓ paying attention
✓ raising hand
___peer interaction
- ___individual
- ___small group
- ___whole group

Other (please specify)

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Monica DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	average	motivated to do well			
ATTENDANCE	excellent, 2 days	likes school			
SUSPENSIONS	0				
DETENTIONS	0				
INTERACTIONS - with teachers - with peers	relates more to adults than peers, childish, easily intimidated by peers		X	X	
ACADEMIC	trys hard, but needs redirection to the task	likes encouragement		X	
BEHAVIOR	seeks attention & reinforcement but can withdraw	immature	X		
STUDY SKILLS	adequate				
		TOTAL	2	2	0

REMARKS:

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Monica

TEACHER _____

SUBJECT Science

DATE _____

Study Skills

___using the text:
- ___table of contents
- ___index
- ___glossary
- ___finding specific information in chapters

___taking notes or copying:
- ___from lecture
- ___from the board
- ___from the text
- ___from transparencies, filmstrips

___doing homework

___taking tests

___keeping a notebook

___listening for important facts
- ___from lecture
- ___from A-V

✓ bringing necessary supplies to class:
- ___text
- ___pencil
- ___paper
- ✓ homework

✓ following directions
- ✓ oral
- ✓ written

Academic

___reading skills

___math skills

___writing skills

___other (please specify)

Behavior

✓ on time

✓ in seat

✓ quiet

✓ paying attention

✓ raising hand

✓ peer interaction
- ___individual
- ___small group
- ___whole group

Other (please specify)

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Bill DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	D's in S.S., Sci; C's in others		X		X
ATTENDANCE	No problem				
SUSPENSIONS	No problem				
DETENTIONS	Occasional		X		
INTERACTIONS - with teachers - with peers	infrequent but appropriate tends to be silly, immature	difficulty concentrating	X	X	
ACADEMIC	Poor written language Poor reading skills	has difficulty reading texts			
BEHAVIOR	Silly, immature		X	X	
STUDY SKILLS	Poor study skills				X
REMARKS:		TOTAL	4	2	2

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Bill

TEACHER _____

SUBJECT S. S.

DATE _____

Study Skills

___using the text:
- ___table of contents
- ___index
- ___glossary
- ___finding specific information in chapters

✓ taking notes or copying:
- ✓ from lecture
- ✓ from the board
- ✓ from the text
- ✓ from transparencies, filmstrips

___doing homework

✓ taking tests

___keeping a notebook

✓ listening for important facts
- ✓ from lecture
- ✓ from A-V

___bringing necessary supplies to class:
- ___text
- ___pencil
- ___paper
- ___homework

✓ following directions
- ___oral
- ___written

Academic

✓ reading skills

___math skills

✓ writing skills

___other (please specify)

Behavior

___on time

___in seat

___quiet

✓ paying attention

___raising hand

___peer interaction
- ___individual
- ___small group
- ___whole group

Other (please specify)

ax

STUDENT: Nick DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	E's in Math; D's, C's in others		X	X	X
ATTENDANCE	Erratic	Doesn't make up homework		X	
SUSPENSIONS	No				
DETENTIONS	Frequent	Fighting, tardiness	X	X	
INTERACTIONS - with teachers - with peers	Poor inappropriate, silly	Results in detention	X		
ACADEMIC	Has basic skills				
BEHAVIOR	Acts out, silly	Confrontation with peers, staff	X	X	
STUDY SKILLS	Lacks basic study skills	Does poorly on tests			X
REMARKS:		TOTAL	4	4	2

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Nick

TEACHER _____

SUBJECT S.S.

DATE _____

Study Skills

___using the text:
- ___table of contents
- ___index
- ___glossary
- ___finding specific information in chapters

✓ taking notes or copying:
- ✓ from lecture
- ___from the board
- ___from the text
- ___from transparencies, filmstrips

✓ doing homework

✓ taking tests

✓ keeping a notebook

✓ listening for important facts
- ✓ from lecture
- ✓ from A-V

✓ bringing necessary supplies to class:
- ✓ text
- ✓ pencil
- ✓ paper
- ✓ homework

✓ following directions
- ✓ oral
- ___written

Academic

✓ reading skills

___math skills

✓ writing skills

___other (please specify)

Behavior

___on time

✓ in seat

___quiet

✓ paying attention

___raising hand

___peer interaction
- ___individual
- ___small group
- ___whole group

Other (please specify)

FIGURE 6

GROUP SKILL SUMMARY

DAY: PERIOD: DATE:

NAMES OF STUDENTS	BEHAVIOR CONTROL	TEACHER PLEASING BEHAVIORS	STUDY SKILLS
1. Bob	5	5	3
2. Vic	5	6	2
3. Kim	2	3	1
4. Monica	2	2	0
5. Bill	4	2	2
6. Nick	4	4	2
7.			
8.			
9.			
10.			
TOTAL	22	22	10

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Tom DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Sc-B, Eng-C, SS-B			X	
ATTENDANCE	4 ab				
SUSPENSIONS					
DETENTIONS					
INTERACTIONS - with teachers - with peers	wants attention, appears inattentive & disinterested well liked by peers			X	
ACADEMIC	poor written language poor basic math skills poor reading comprehension				X
BEHAVIOR	class clown - socially immature disoriented & unorganized		X	X	X
STUDY SKILLS	not prepared for class doesn't follow oral directions difficulty locating information			X	X
REMARKS:		TOTAL	1	4	3

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS: Tom

TEACHER _____

SUBJECT History

DATE _____

Study Skills

✓ using the text:
- ___ table of contents
- ___ index
- ___ glossary
- ✓ finding specific information in chapters

✓ taking notes or copying:
- ✓ from lecture
- ___ from the board
- ✓ from the text
- ✓ from transparencies, filmstrips

✓ doing homework
✓ taking tests
✓ keeping a notebook
✓ listening for important facts
- ✓ from lecture
- ✓ from A-V

✓ bringing necessary supplies to class:
- ✓ text
- ✓ pencil
- ___ paper
- ✓ homework

✓ following directions
- ✓ oral
- ___ written

Academic

___ reading skills
___ math skills
✓ writing skills
___ other (please specify)

Behavior

✓ on time
✓ in seat
___ quiet
✓ paying attention
___ raising hand
___ peer interaction
- ___ individual
- ___ small group
- ___ whole group

Other (please specify)

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Dave DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Sc-D, SS-C, Votech-C				X
ATTENDANCE	2 ab				
SUSPENSIONS	0				
DETENTIONS	0				
INTERACTIONS - with teachers - with peers	Cooperative but overly dependent; socially immature		X		
ACADEMIC	poor sight word vocabulary poor spelling				X
BEHAVIOR	tends to withdraw in social situations - responses to others are inappropriate		X		
STUDY SKILLS	doesn't follow oral directions difficulty taking notes				X
		TOTAL	2	0	3

REMARKS:

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:
Dave

TEACHER _____

SUBJECT English

DATE _____

Study Skills

___using the text:
- ___table of contents
- ___index
- ___glossary
- ___finding specific information in chapters

✓ taking notes or copying:
- ___from lecture
- ___from the board
- ___from the text
- ✓ from transparencies, filmstrips

___doing homework
___taking tests
___keeping a notebook
___listening for important facts
- ___from lecture
- ___from A-V

___bringing necessary supplies to class:
- ___text
- ___pencil
- ___paper
- ___homework

✓ following directions
- ✓ oral
- ___written

Academic

✓ reading skills
___math skills
___writing skills
___other (please specify)

Behavior

___on time
___in seat
___quiet
___paying attention
___raising hand
✓ peer interaction
- ___individual
- ✓ small group
- ___whole group

Other (please specify)

biv

STUDENT: Steve DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Eng-D, SS-B, Read-B			X	
ATTENDANCE	Ab-5 T-4		X		
SUSPENSIONS					
DETENTIONS					
INTERACTIONS - with teachers - with peers	O.K. with peers of equal standing negative toward teachers		X	X	
ACADEMIC	poor sight word vocabulary extremely limited math skills				X
BEHAVIOR	acts out aggression; lacks behavior control		X	X	
STUDY SKILLS	never prepared for class doesn't follow directions		X	X	
		TOTAL	4	4	1

REMARKS:

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Steve

TEACHER _____

SUBJECT English

DATE _____

Study Skills

✓ using the text:
- ___ table of contents
- ___ index
- ___ glossary
- ✓ finding specific information in chapters

✓ taking notes or copying:
- ✓ from lecture
- ___ from the board
- ✓ from the text
- ✓ from transparencies, filmstrips

___ doing homework

✓ taking tests

___ keeping a notebook

✓ listening for important facts
- ✓ from lecture
- ___ from A-V

___ bringing necessary supplies to class:
- ___ text
- ___ pencil
- ___ paper
- ___ homework

✓ following directions
- ✓ oral
- ___ written

Academic

✓ reading skills

___ math skills

✓ writing skills

___ other (please specify)

Behavior

___ on time

___ in seat

___ quiet

✓ paying attention

___ raising hand

✓ peer interaction
- ___ individual
- ___ small group
- ✓ whole group

Other (please specify)

bvi

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Larry DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Poor	Dislikes school	X	X	X
ATTENDANCE	Poor, 12 days March & April	Attendance, grades and suspensions all related	X	X	
SUSPENSIONS	For cutting school		X	X	
DETENTIONS					
INTERACTIONS - with teachers - with peers	Very withdrawn, shows little emotion - seems disoriented	New to school, doesn't have many friends		X	
ACADEMIC	Poor in spelling and reading comprehension Reads slowly				
BEHAVIOR	Very quiet, not acting out doesn't pay attention	Very unhappy kid	X	X	
STUDY SKILLS	has difficulty locating information, poor listening skills, poor on tests			X	X
		TOTAL	4	6	2

REMARKS:

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Larry

TEACHER _____

SUBJECT Science

DATE _____

Study Skills

___using the text:
- ___table of contents
- ___index
- ___glossary
- ✓finding specific information in chapters

✓taking notes or copying:
- ✓from lecture
- ___from the board
- ___from the text
- ___from transparencies, filmstrips

___doing homework
✓taking tests
___keeping a notebook
✓listening for important facts
- ✓from lecture
- ✓from A-V

___bringing necessary supplies to class:
- ___text
- ___pencil
- ___paper
- ✓homework

___following directions
- ___oral
- ___written

Academic

✓reading skills
___math skills
___writing skills
___other (please specify)

Behavior

✓on time
✓in seat
✓quiet
✓paying attention
✓raising hand
✓peer interaction
- ___individual
- ✓small group
- ___whole group

Other (please specify)

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Mike DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Sc-C, Health-E, SS-D		X	X	X
ATTENDANCE					
SUSPENSIONS					
DETENTIONS					
INTERACTIONS - with teachers - with peers	very hostile, critical of others		X		
ACADEMIC	poor reading comp., very low math comput. skills, poor writing		X	X	
BEHAVIOR	acts out aggression is generally hostile towards teachers & peers		X	X	
STUDY SKILLS	poor notetaking, doesn't complete assignments, poor test taking, unprepared		X	X	X
		TOTAL	5	4	2

REMARKS:

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

Mike

TEACHER _____

SUBJECT English

DATE _____

Study Skills

- ✓ using the text:
  - ✓ table of contents
  - ✓ index
  - ___ glossary
  - ✓ finding specific information in chapters
- ✓ taking notes or copying:
  - ✓ from lecture
  - ✓ from the board
  - ✓ from the text
  - ✓ from transparencies, filmstrips
- ✓ doing homework
- ✓ taking tests
- ___ keeping a notebook
- ___ listening for important facts
  - ___ from lecture
  - ___ from A-V
- ✓ bringing necessary supplies to class:
  - ___ text
  - ✓ pencil
  - ___ paper
  - ✓ homework
- ✓ following directions
  - ✓ oral
  - ✓ written

Academic

- ✓ reading skills
- ___ math skills
- ✓ writing skills
- ___ other (please specify)

Behavior

- ___ on time
- ✓ in seat
- ___ quiet
- ✓ paying attention
- ✓ raising hand
- ✓ peer interaction
  - ___ individual
  - ✓ small group
  - ✓ whole group

Other (please specify)

bx

STUDENT: Chris DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	Sc-D, SS-C, Votech-C				X
ATTENDANCE	3 ab				
SUSPENSIONS	1		X		
DETENTIONS	0				
INTERACTIONS - with teachers - with peers	Shy, quiet, tends to be a loner				
ACADEMIC	poor word attack, slow reader				X
BEHAVIOR	poor self-concept		X		
STUDY SKILLS	poor in locating info from text, taking notes from text or AV, taking tests				X
		TOTAL	2	0	3

REMARKS:

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS: Chris

TEACHER _____

SUBJECT English

DATE _____

Study Skills

✓ using the text:
- ___ table of contents
- ___ index
- ___ glossary
- ✓ finding specific information in chapters

✓ taking notes or copying:
- ___ from lecture
- ___ from the board
- ___ from the text
- ✓ from transparencies, filmstrips

___ doing homework

✓ taking tests

___ keeping a notebook

✓ listening for important facts
- ___ from lecture
- ✓ from A-V

___ bringing necessary supplies to class:
- ___ text
- ___ pencil
- ___ paper
- ___ homework

___ following directions
- ___ oral
- ___ written

Academic

✓ reading skills
___ math skills
___ writing skills
___ other (please specify)

Behavior

___ on time
___ in seat
___ quiet
___ paying attention
___ raising hand
___ peer interaction
- ___ individual
- ___ small group
- ___ whole group

Other (please specify)

STUDENT: Mark DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	E's in math; D's, C's others			X	X
ATTENDANCE	Very poor	Doesn't make up assignments	X	X	
SUSPENSIONS	No				
DETENTIONS	No				
INTERACTIONS - with teachers - with peers	Good silly, immature	interferes w/concentration	X		
ACADEMIC	Poor written language				X
BEHAVIOR	Silly, daydreams		X		
STUDY SKILLS	Lacks notes, forgets to study for tests	Poor grades			X
		TOTAL	3	2	3

REMARKS:

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS: MARK

TEACHER _____

SUBJECT Science

DATE _____

Study Skills

___using the text:
- ___table of contents
- ___index
- ___glossary
- ___finding specific information in chapters

✓taking notes or copying:
- ✓from lecture
- ✓from the board
- ✓from the text
- ✓from transparencies, filmstrips

✓doing homework

✓taking tests

✓keeping a notebook

✓listening for important facts
- ✓from lecture
- ✓from A-V

✓bringing necessary supplies to class:
- ✓text
- ✓pencil
- ✓paper
- ✓homework

___following directions
- ___oral
- ___written

Academic

✓reading skills

✓math skills

✓writing skills

___other (please specify)

Behavior

✓on time

___in seat

___quiet

✓paying attention

___raising hand

___peer interaction
- ___individual
- ___small group
- ___whole group

Other (please specify)

bxiv

ASSESSMENT SUMMARY - INDIVIDUAL STUDENT

STUDENT: Doug DATE:

ASSESSMENT AREAS	ASSESSMENT INFORMATION	INTERPRETATION	STUDENT NEEDS BC	TPC	SS
GRADES	D in Science, C's others		X	X	X
ATTENDANCE	No problem				
SUSPENSIONS	No problem				
DETENTIONS	No problem				
INTERACTIONS - with teachers - with peers	Can be very hostile, rude OK.		X	X	
ACADEMIC	Poor basic math skills				
BEHAVIOR	Daydreams in class Lashes out at teacher when frustrated		X	X	
STUDY SKILLS	Poor study habits				X
REMARKS:		TOTAL	3	3	2

BEHAVIOR AND STUDY SKILLS SURVEY

In addition to remediating reading, math, and written language, the Learning Center program involves helping students develop the behavior and study skills necessary for success in their mainstream classes. In order that our School Survival Skills sessions may concentrate on the skills required in mainstream, we would appreciate it if you would check off those areas below which the listed Special Ed students need to develop further in order to be successful in your class. High priority skills may be circled.

STUDENTS:

DOUG

TEACHER _____

SUBJECT History

DATE _____

Study Skills

✓ using the text:
- table of contents
- index
- glossary
- ✓ finding specific information in chapters

✓ taking notes or copying:
- ✓ from lecture
- ✓ from the board
- from the text
- from transparencies, filmstrips

✓ doing homework

✓ taking tests

keeping a notebook

✓ listening for important facts
- ✓ from lecture
- from A-V

bringing necessary supplies to class:
- text
- pencil
- paper
- ✓ homework

✓ following directions
- ✓ oral
- ✓ written

Academic

✓ reading skills

✓ math skills

✓ writing skills

other (please specify)

Behavior

✓ on time

in seat

quiet

✓ paying attention

raising hand

✓ peer interaction
- ✓ individual
- ✓ small group
- ✓ whole group

Other (please specify)

FIGURE 6

GROUP SKILL SUMMARY

DAY: PERIOD: DATE:

NAMES OF STUDENTS	BEHAVIOR CONTROL	TEACHER PLEASING BEHAVIORS	STUDY SKILLS
1. Tom	1	4	3
2. Dave	2	0	3
3. Steve	4	4	1
4. Larry	4	6	2
5. Mike	5	4	2
6. Chris	2	0	3
7. Mark	3	2	3
8. Doug	3	3	2
9.			
10.			
TOTAL	24	23	19

S.S.S. MEETING LOG

School Sample High School Teacher ~~Northrup, Norcini, McDermott~~ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control X Teacher-Pleasing Behaviors _____ Study Skills _____

Component: Developing the Group

BC-1

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
1) To introduce the concept of group and establish some interaction/rapport 2) To be aware of others influences in our lives but to understand that ultimately we are responsible as individuals. 3) To establish some personal goals and realize our qualities. 4) To build a positive group atmosphere.	1) To discuss the concept of group meetings and that certain skills other than academic are necessary to be successful. 2) Do a sociogram with "me" as the center and fill in others who have been influential. 3) Fill in a life line listing accomplishments and future goals. Also describing where you would be or what you would do if you had 48 hrs. of your own.	Practice thinking and questioning the effect of group vs. individual. What is the purpose for working as a group? What other situations lend themselves to group cooperation? What social situations require a group as opposed to individual participation? What sports are group/team? What activities are individual? How do you choose to work as a group? How do you know when it works?	Examine mainstream class requirements for group participation vs individual requirements. Individualize by individual classes using questioning technique. ? Have students identify "group" projects/activities required at school.

79

Materials:

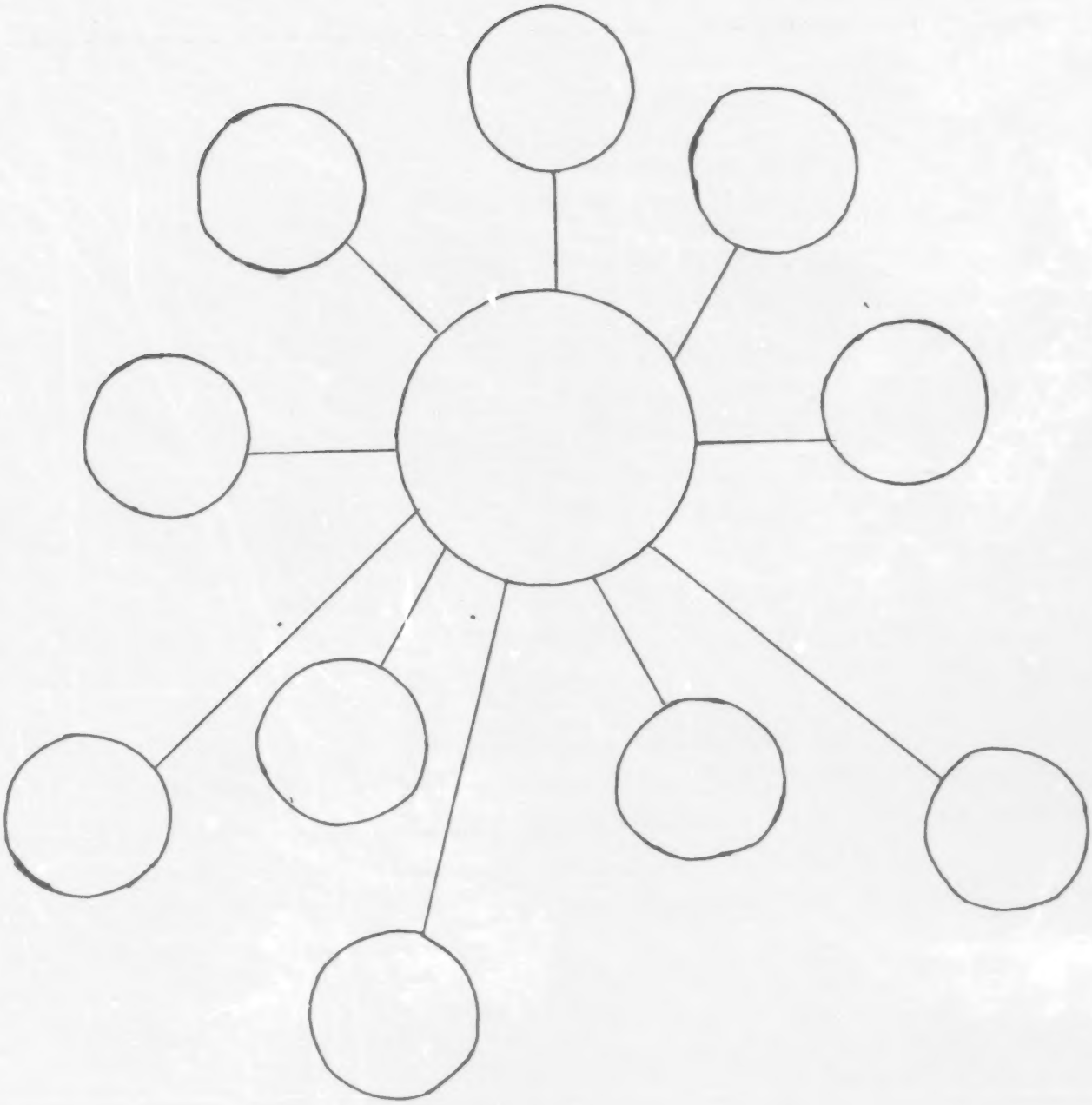
copy of a sociogram
life line sheet
interest inventory
} for each student (see attachments)

78

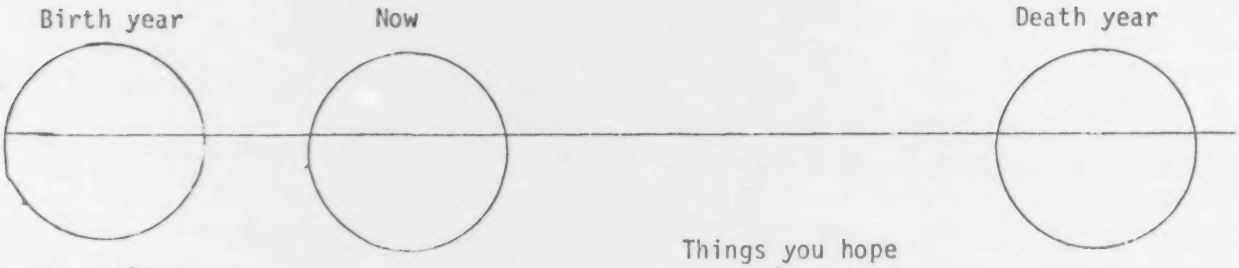
Rationale	Individual Observations	Group Effectiveness	Follow-up
Students needed some introduction to the group situation. They need to understand about survival skills beyond those which are academic. The idea of accepting responsibility for ones own behavior is important. It's also necessary for our students to be aware of their skills and be able to set goals for themselves.	Students could do the sociograms fairly easily but many had difficulty listing any accomplishments. This had to be explained as any skill or job done like being good working on cars. Students also had difficulty listing goals!	The lesson seemed to create some awareness of how others have influenced us, but we must accept responsibility for ourselves in the end. The groups interacted well but some were reluctant to express themselves in front of others.	This idea of accepting responsibility for oneself and setting future goals must constantly be reinforced.

NAME: _____

My Sociogram



Name: _____ Date: _____



Accomplishments:

_____

_____

_____

_____

_____

Things you hope to do:

_____

_____

_____

_____

_____

The thing that I would most like to be remembered for: _____

_____

Live life with enthusiasm:

If you had 48 hours to live any way you wanted, describe how you would live them:

_____

_____

_____

_____

_____

"The mass of men lead lives of quiet desperation." Thoreau

Name: _____ Date: _____

Interest Survey

1) List at least 5 of your favorite things to do.

_____ _____

_____ _____

_____ _____

_____ _____

2) My employment goal is _____

_____

3) The person I most admire is _____

_____

4) My favorite musical group is _____

Because _____

5) If I could go anywhere in the world it would be to _____

_____

6) My best qualities and/or skills are:

_____ _____

_____ _____

7) The thing I like best about school is _____

_____. The thing I like least is _____.

8) If you were stranded on a desert island alone, what things would you want with you?

S.S.S. MEETING LOG

School Sample High School Teacher Miller Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control X Teacher-Pleasing Behaviors _____ Study Skills _____

Component: Rules, Classroom requirements, appropriate behaviors, behavior awareness

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Improve group interaction Students will identify the behaviors they exhibit in typical school situations. Students will identify overt and covert rules in use during school survival skills meetings. 85	1) Tower Building, using 3x5 cards, tape and scissors group is instructed to build a tower; 5 minutes to plan; then no talking during activity; one member acts as an observer. Time limit: 10 min. Debrief, observer explains what he observed. 2) Alternate Activity, black & red construction paper and tape; make a checkerboard. Same rules apply.	Develop rules for school survival skills group meeting. Teacher asks "what behaviors did you use to accomplish this task as a group" List rules	Discuss overt & covert rules in operation in mainstream classes. 86

BC-6

Materials: 3 x 5 cards, tape, scissors, black & red construction paper

Rationale	Individual Observations	Group Effectiveness	Follow-up
To facilitate group interaction To establish rules for group	Bob could not work without talking! He needed to hear himself	Worked well, group had difficulty following directions of the task	Review rules periodically Discuss rules in mainstream classes Collect rules from teachers Good ideas for future lessons

87

88

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control X Teacher-Pleasing Behaviors _____ Study Skills _____

Component: Behavior Awareness

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be able to identify the behaviors they exhibit in typical school situations.	Teacher creates a story to read to the class; students identify the behaviors.	Teacher creates a story without an ending to read to the class. Students identify how they would typically respond. Teacher creates a story without an ending. Students identify how they think other students might react to the situation.	Teacher or students describe a recent incident they observed and identify their own behaviors.

BC-8

83

59

Materials:

Rationale	Individual Observations	Group Effectiveness	Follow-up
Students are unaware of the behaviors they exhibit.	1) Students found it easier to speculate on how other students react than how they might react in a situation. 2) Students realized that they do not know how they typically react to school situations.	Students were willing to make a commitment to learn more about themselves, ie. how they react in given situations.	Students relate a situation where they used this method. Discussion should follow.

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control X Teacher-Pleasing Behaviors _____ Study Skills _____

Component: Behavior options

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be able to identify behavior options in typical school situations.	Teacher introduces a typical school situation, listing several ways in which students might behave. Students identify potential consequences for each of the options presented.	Teacher describes another school situation. Students are asked to think of all the possible responses they can come up with for that situation. Students then break into small groups and each group puts the alternative behaviors in order from least likely to produce negative consequences to most likely.	Teacher or students describe a recent incident in which they were involved where they were able to examine behavior options to the situation and choose an appropriate one.

BC-10

Materials:

Rationale	Individual Observations	Group Effectiveness	Follow-up
Students are not aware that for every situation there are a variety of options.	1) When the options were listed for the students, they had no difficulty determining the consequences. 2) Students had more difficulty in deciding on options.	Students were aware that they must learn to look for options and consider the consequences.	Discuss the students' application of skill.

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control X Teacher-Pleasing Behaviors _____ Study Skills _____

Component: Behavior Change

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be able to identify and substitute another option to an habituated behavior which results in negative consequences.	Teacher leads a discussion about how behavior affects teacher response. Teacher identifies a behavior which illicits negative responses from teacher and simulates various teacher responses and student responses.	Class indicates problems in each scene. How do they know its a problem? What data says its a problem? What alternatives are available? How would they choose? How will they know it works? What's the difference between good and poor social skills.	1) Student relates to the group a behavior and the typical response. 2) Then each student offers a positive substitute behavior and possible teacher reaction. 3) *Each student chooses one positive behavior option which best suits him/her and agrees to substitute that behavior for the old behavior, and is asked to list the target teacher reactions to this new behavior.

BC-12

97

98

Materials: *Behavior Contract may be used: students make a commitment to try to make a behavior change.

Rationale	Individual Observations	Group Effectiveness	Follow-up
1) Student/Teacher Conflict 2) Students do not accept responsibility for their behavior.	1) Students seemed to realize that their actions affect teacher's response. 2) Students appeared to understand that they can take charge and bring about positive teacher reactions. 3) Students became aware that there are a variety of options for handling a specific problem.	1) Students felt the listed behavior options/substitutions were feasible. 2) Students were willing to try a new behavior.	This activity should be followed up in the next SSS session. Discuss effectiveness of application and make necessary applications.

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Rules

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will understand that rules are necessary. Students will understand that rules may be fair or unfair and consequences of deciding which rules to follow. Students will understand the difference between overt and covert rules. Students will be able to identify the overt and covert rules in the school and in each of their classrooms.	Teacher plays checkers with one student while others watch. Teacher announces game has no rules. Without discussion, teacher plays checkers with two more students. Group discussion, re: what happens if there are no rules, do we need rules, etc. Teacher draws chart on board. Rules/No Rules	Teacher asks students to give examples of situations when rules are necessary and when rules are unnecessary. Put examples on chalk board. Teacher reads story (copy attached) of 5 minutes in classroom without rules. Students discuss how the story would have ended (a) if the rules were returned and (b) if there continued to be no rules.	Students list reasons why rules are necessary in school.

Materials:

TPB-1

School Without Rules

Tony walked into Social Studies class just as the bell rang. He was right inside the door when George punched him in the stomach, knocking the wind out of him. "What the hell you doin' George?" Tony gasped. "No rules for 5 minutes Tony," George laughed. "And since I'm the biggest one in the room I'm gonna punch out people I don like. An' I don like you." Tony was thinkin that this could be fun if he stayed out of George's way. He looked around for the teacher and saw Sandy light a cigarette and throw the match into a full wastebasket. Almost immediately the basket flared up. Tony yelled "Fire!" but no one heard him. Kids were hanging out windows yelling, George was slapping people around and they were screaming, some kids were laughing at what their friends had written on the board and others were running around the room and through the halls. The room was getting smoky. Tony picked up the wastebasket but the metal was so hot he coulda't hold on to it. Sparks flew everywhere when he dropped it and papers on the teacher's desk caught fire. Kids began to realize what was happening and they rushed for the door. A couple of boys tried to jump out the window when the teacher's desk began to flame. Someone yelled "Close the windows!" and the crowd at the door thickened. Kids pushed and stepped on other kids in an attempt to get out of the burning room. Lots of people were coughing and the smoke made it hard to see. Kids were screaming and some of them started to cry. Then the 5 minutes were up.

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Rules

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
1. Students will be able to identify the overt and covert rules in each of their classrooms. 2. The teacher will be aware or will obtain a list of the rules of each mainstream teacher.	1. Teacher leads discussion on Rules: a) What are rules? b) Why do we need them? c) Do we always need them? d) Why do classroom teachers have rules? (More questions can be developed.)	1. Students list classes and the rules for each class they have. 2. Students and teacher will list all the possible rules that one comes into contact in the classroom situation. (The list can be compiled on the blackboard.) 3. Additional Activity - have students rewrite additional rules for their classes and discuss.	

Materials:

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Rules

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
1. Students will be able to identify the overt and covert rules in each classroom. 2. The teacher will be aware or will obtain a list of the rules of each mainstream teacher.	1. The teacher leads a discussion on rules based on information generated from the previous Activities work. a) What rules did we discuss last time? b) Do we always need them. Other questions may be developed by the teacher.	1. The teacher presents the students #2 worksheet. Here are listed possible classroom rules with room available for additions to be made by the students. 2. Have the students fill out the worksheet, period, class & teacher. Then the students will check the rules that fit the class. The student may add his own rules that he would like to see used in the classroom. 3. What do you see here? How familiar are you with the rules of your class? In comparing rules can you see the difference between what we think we know and what we really know. Further discussion can be carried out.	1. The teacher will encourage the students to make a separate copy of their additional rules for their teacher. 2. The students will compile the list of new rules and will share their list with the mainstream teacher. 3. Mainstream teacher may wish to work along with student to improve the rules in his or her class.

TPB-4

Materials:

#2

RULES	SUBJECT:	SUBJECT:	SUBJECT:	SUBJECT:	SUBJECT:	SUBJECT:
1. Coming to class on time						
2. Pass required						
3. Teacher gives passes						
4. Textbook required						
5. Notebook required						
6. Pen or Pencil						
7. No talking						
8. Assigned a seat						
9. Grades based on:						
a. attendance						
b. quiz						
c. test						
d. homework						
e. class participation						
10. Bathroom visits allowed						
11.						
12.						
13.						
14.						

TPB-5

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Behavior Awareness

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be aware of their own classroom behaviors and be able to identify those behaviors that lead to positive interactions with teachers and those which result in negative responses or interactions. 110	This segment should follow Activities for "Rules". Once students demonstrate Awareness/Appreciation of school rules, lessons can focus on overt vs. covert rules in specific situations. Thus the need for awareness of teacher's pleasing behaviors which focus on specific teachers. BEGIN BY INTRODUCING several examples of classroom situations (drawn from previous discussions)illustrating TPB's and non-TP Behaviors. Discussion should identify that all behaviors do not please all teachers and that all rules are not necessarily overt.	Using the list of behaviors (attached sample) the students rate themselves on a scale from always to never on each of the behaviors. Given typical school situations students as a group give teacher reactions and why.	Using their rating of themselves and teacher reaction to situation students find individual matches and mismatches in classes. Then discuss what changes could be made in their behavior to cause more positive interactions in a class. 111

Materials:

TPB-6

Attachment #1

Sample List Teacher Pleasing Behaviors

	Always	Often	Sometimes	Never
I am on time for class	1	2	3	4
I bring all necessary materials to class	1	2	3	4
I complete all assignments	1	2	3	4
I hand assignments in on time	1	2	3	4
If I can't turn an assignment in on time, I make arrangements with the teacher to turn it in later and explain why it was late	1	2	3	4
I answer questions in class	1	2	3	4
I raise my hand and don't call out	1	2	3	4
I sit quietly during class and don't chat with my friends	1	2	3	4
I ask questions in class	1	2	3	4
If I am absent, I ask about making up work missed	1	2	3	4
I sit up straight and look interested	1	2	3	4
I try my best even though some of the work is too difficult	1	2	3	4

(Variation: Have students generate their own list based on present classes)

Sample Self Rating Form

	I ACT THIS WAY: Often	Sometimes	Never
Listen in class; pay attention			
Look like you are interested			
Volunteer to answer questions			
Ask questions			
Be on time			
Follow the class rules			
Turn in your homework			
If your homework was not completed, find out when the teacher wants it in and be honest about why it was not completed on time			
Turn in neat work; show that you took the time to do it carefully			
Raise your hand; don't call out or interrupt			
Sit up straight			
Take notes when you should be taking them			
Study for tests			
Bring to class the required pens, pencils, books, and other materials			
Be quiet; talk to your friends after class			
TRY, and let the teacher know you are trying, even if you are having difficulty with the work			

Attachment #2

Typical Situations Grid

Situation - Student Behavior	Teacher Reaction and Why
Always on time for class.	
Always late for class.	
Usually completes assignments.	
Seldom completes assignments.	
Usually brings materials to class.	
Seldom brings materials to class.	
Always raises hand.	
Usually calls out.	
If absent, asks about making up missed work.	
If absent, doesn't ask about missed work.	
Even if work difficult, tries to do his best.	
If work difficult, gives up and won't try.	

TPB-9

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Appropriate Behaviors

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be able to identify appropriate behaviors in a variety of classroom settings.	Read students the attached situation. "Mary's Lunch".	Have each student describe a situation in which he reacted inappropriately. Ask him how he could have reacted more appropriately. Then ask for volunteers to offer other positive alternatives. Teacher should provide examples of situations if students have a difficult time coming up with them.	

TPB-10

Materials:

TYPICAL SCHOOL SITUATION

"Mary's Lunch"

A group of students are throwing food in the cafeteria. Mary can't eat her lunch and is getting angry at being hit with flying jello. Mary decides to throw the jello back.

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Appropriate Behaviors

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be able to identify appropriate behaviors in a variety of classroom settings.	Teacher begins a discussion with the class about a current issue in school. As students attempt to contribute teacher constantly interrupts, combs his or her hair, corrects papers intensely, reads a magazine, starts singing, taps a pencil, writes a lesson on the board; etc. This should take from 5 to 10 minutes.	Teacher holds follow up discussion and while doing so, makes a chart on the board. The three headings are - Behaviors Appropriate in the Classroom, Behaviors Inappro- in the Classroom, Where Behaviors Would be Appropriate. (See Attached)	Have each student identify an inappropriate behavior, which he exhibits in a mainstream class. Have him concentrate on changing that one behavior and report back to the group on how it worked out.

TPB-12

Materials:

Suggested Discussion Questions:

1. Did anyone notice anything about my behavior?
2. How did you feel about it? Why?
3. Have you ever seen students behave this way?
4. Can you think of any other things which are inappropriate in the classroom?
5. Would any of these behaviors have been appropriate elsewhere? When?
6. How do you think teachers feel when students exhibit these behaviors.

S.S.S. MEETING LOG

School Sample High School Teacher Rickenbach/Miller Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills _____

Component: Classroom Requirements and Behavior Awareness

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Student will be aware of the requirements of one classroom and be able to identify the behaviors they exhibit which match the requirements and those which do not.	1) Discuss and list skills and needs pupils feel they need to succeed in regular class. 2) Have student complete mainstream "Pupil-Teacher" survey, as they pertain to their performance in regular classes. 3) Compare board list and student sheets with Teacher Expectations from teacher surveys.	Develop a list of ideas that would make students more successful in mainstream. Have each student make a contract to use 1 or 2 ideas in which they are weak in in mainstream classes.	Discuss outcomes of student commitments in mainstream. How might they continue to succeed in improving classroom or teacher pleasing behaviors?

TPB-14

Materials: survey sheets (attached)
completed survey sheets from mainstream teachers
board, chalk

Rationale	Individual Observations	Group Effectiveness	Follow-up
To improve classroom behaviors and study skills.	Vic did not take lesson seriously. Initially he refused to make a contract. But, then agreed to "try" it. Monica had little difficulty succeeding in her contract and needed a new one sooner than we thought.	The end result was effective. Teacher surveys came as a surprise to the students. And, an interest arose in what <u>really</u> was going to be expected from them. Contracts were carried out with overall success. <u>All</u> needed a more structured way of seeing their success.	Liaison: Check with individual teachers to inform them of contracts. Learning Center Teacher and students construct a sheet to chart success of contract in regular classes.

Sample Self Rating Form

	I ACT THIS WAY: Often	Sometimes	Never
Listen in class; pay attention			
Look like you are interested			
Volunteer to answer questions			
Ask questions			
Be on time			
Follow the class rules			
Turn in your homework			
If your homework was not completed, find out when the teacher wants it in and be honest about why it was not completed on time			
Turn in neat work; show that you took the time to do it carefully			
Raise your hand; don't call out or interrupt			
Sit up straight			
Take notes when you should be taking them			
Study for tests			
Bring to class the required pens, pencils, books, and other materials			
Be quiet; talk to your friends after class			
TRY, and let the teacher know you are trying, even if you are having difficulty with the work			

S.S.S. MEETING LOG

School Sample High School Teacher Rickenbach/Miller Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Classroom Requirements and Behavior Change

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
To improve teacher pleasing behavior and study skills in mainstream classes	*see prerequisite 1) Discuss and list skills and needs pupils feel they need to succeed in regular class. 2) Have students complete mainstream "Pupil/Teacher" survey, as they pertain to their performance in regular classes. 3) Compare board list and student sheets with Teacher Expectations from teacher surveys.	Develop a list of ideas that would make students more successful in mainstream. Have each student make a contract to use 1 or 2 ideas in which they are weak in mainstream classes.	Discuss outcomes of student commitments in mainstream. How might they continue to succeed in improving classroom or teacher pleasing behaviors?

TPB-17

Materials: survey sheets (attached)
* completed survey sheets from mainstream teachers

Rationale	Individual Observations	Group Effectiveness	Follow-up
To improve classroom behaviors and study skills	Vic did not take lesson seriously. Initially he refused to make a contract. But, then agreed to "try" it. Monica had little difficulty succeeding in her contract and needed a new one sooner than we thought.	The end result was effective. Teacher surveys came as a surprise to the students. And, an interest arose in what <u>really</u> was going to be expected from them. Contracts were carried out with over all success. <u>All</u> needed a more structured way of seeing their success.	Liaison: Check with individual teachers to inform them of contracts. Learning Center Teacher and students construct a sheet to chart success of contract in regular calsses.

TPB-18

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Behavior change/Behavior awareness

TPB-19

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be aware of their own classroom behaviors and be able to identify those behaviors that lead to positive interactions with teachers and those which result in negative responses or interactions.	Begin by introducing several examples of classroom situations illustrating Teacher-Pleasing Behaviors and non Teacher-Pleasing Behaviors. Discussion should identify that all behaviors do not please all teachers and that all rules are not necessarily overt.	Using the list of behaviors (attached 2 samples) the students rate themselves on a scale from always to never on each of the behaviors. Given typical school situations, students as a group give teacher reactions and why.	Using their rating of themselves and teacher reaction to situations students find individual matches and mismatches in classes. Then discuss what changes could be made in their behavior to cause more positive interactions in a class.

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Materials: Attachments 1 and 2
Additional copies of Attachments 1 and 2 for student use

Rationale	Individual Observations	Group Effectiveness	Follow-up
1) Students do not know what teachers expect. 2) Students do not know the importance of rules.	1) Students understood that teachers have expectations. 2) Students became more aware that each class has stated rules. 3) Students realized they do not always follow class rules. 4) Students became aware and understood teacher reaction.	Students made a commitment to adhere to rules of the class and note teacher change in reaction.	Future discussion of effectiveness.

TPB-20

Attachment #1

Sample List Teacher Pleasing Behaviors

	Always	Often	Sometimes	Never
I am on time for class	1	2	3	4
I bring all necessary materials to class	1	2	3	4
I complete all assignments	1	2	3	4
I hand assignments in on time	1	2	3	4
If I can't turn an assignment in on time, I make arrangements with the teacher to turn it in later and explain why it was late	1	2	3	4
I answer questions in class	1	2	3	4
I raise my hand and don't call out	1	2	3	4
I sit quietly during class and don't chat with my friends	1	2	3	4
I ask questions in class	1	2	3	4
If I am absent, I ask about making up work missed	1	2	3	4
I sit up straight and look interested	1	2	3	4
I try my best even though some of the work is too difficult	1	2	3	4

(Variation: Have students generate their own list based on present classes)

Attachment #2

Typical Situations Grid

Situation - Student Behavior	Teacher Reaction and Why
Always on time for class.	
Always late for class.	
Usually completes assignments.	
Seldom completes assignments.	
Usually brings materials to class.	
Seldom brings materials to class.	
Always raises hand.	
Usually calls out.	
If absent, asks about making up missed work.	
If absent, doesn't ask about missed work.	
Even if work difficult, tries to do his best.	
If work difficult, gives up and won't try.	

TPB-22

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors X Study Skills ____

Component: Behavior Change

TPB-23

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be able to substitute more appropriate behaviors for identified inappropriate classroom behaviors in contrived settings.	Teacher compliments group on the positive behaviors she sees. She pulls a card from the stack. Reads it and identifies if it is acceptable behavior or not. If it is not, she asks a volunteer to make it positive.	Group divides into pairs. Each pair receives 10 cards (see Materials). They separate cards into "this" and "not this" stacks. Group gets back together. One pair reads their stacks to see if other group members agree. Teacher asks if any cards in "not this" stack would ever be appropriate. Each student makes a "this" and "not this" card for the stack.	This objective will be continuously applied as student learns about appropriate behaviors in the Learning Center.

Materials: Cards made by teacher - each card lists a typical classroom situation (see attachment A for ideas).
Approximately 10 cards for each pair.

Ideas for "this" and "not this" cards
Teacher-Pleasing Behaviors
Behavior Change

Even if I'm daydreaming, I keep my eyes open and look at the teacher.

When the teacher asks a question I raise my hand even if I'm not sure of the answer. If she calls on me I'll ask her, politely, to repeat the question.

It is O.K. for me to argue with a teacher if I'm sure that I'm right.

It is important to smile and say "hello" to the teacher when I go to class.

When late to class I have a pass.

If I don't have my homework, I don't tell the teacher. Why bother her?

When I get stuck on a math problem, I raise my hand and wait for her to come.

If I'm on time to class it doesn't matter if I have my books or not.

I sit near the front of the class when I'm allowed to choose my seat.

It is O.K. to talk during class if I whisper.

I sit up straight in my seat.

I should be able to list each of my teacher's class rules.

If I look straight in my teacher's eyes, it is O.K. to lie.

If I do my homework neatness doesn't matter.

I don't understand the assignment sheet so I just call the teacher until she comes to me.

S.S.S. MEETING LOG

School Sample High School Teacher Rickenbach/Miller Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors____ Study Skills X

Component: Introduction - Pre-Test/Inventory

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will be aware of components of study skills strand. Students will assess own study skills.	1) Study Skills Inventory will be completed by each student	Discuss student responses and each component Ask: How do you learn these things?	Discuss which components are needed most in each mainstream classes.

SP-I

Materials:

Study Skills Inventory (see sample) - Reading & Learning in the Content Classroom, Thomas H. Estes/ Joseph L. Vaughan, Jr. - Allyn & Bacon, Inc. 1978 pp. 112-113

Rationale	Individual Observations	Group Effectiveness	Follow-up
Need for an overview of study skills	Monica was very distant. Did not want to share her responses Bob and Vic dominated the discussion.	Students generally are not interested in study skills	Get feedback from teachers on their assessment of the students' skills.

SS-2

STUDY SKILLS INVENTORY

Student_____ Date _____ Course/Period_____

Directions:

Study skills will be important to your success in this course and this inventory is designed to find out what your strengths and weaknesses may be in these areas. Think carefully about each of the following statements and then answer as honestly as you can. This is NOT a test!!

Circle 1, 2, 3, or 4 next to each statement to indicate whether the statement would be true for you usually, sometimes, seldom, or never.

	Usually	Sometimes	Seldom	Never
Use of Time				
1. I spend about forty-five minutes each day studying for each of my courses.	1	2	3	4
2. When I study, I can stick with it until I am finished.	1	2	3	4
3. I study where I will not be interrupted.	1	2	3	4
Using a Textbook				
4. I use the table of contents to help me understand how topics are related.	1	2	3	4
5. I use the index in my studying.	1	2	3	4
6. I use the glossary to find meanings of unfamiliar words.	1	2	3	4
Underlining				
7. I underline all important ideas as I read.	1	2	3	4
8. I underline only key words and phrases, not whole sentences.	1	2	3	4
9. I underline details and examples.	1	2	3	4
10. I underline almost everything.	1	2	3	4

	Usually	Sometimes	Seldom	Never
Notetaking				
11. When I study, I take notes from my reading.	1	2	3	4
12. When I take notes from my reading, they are clear enough to make sense several weeks later.	1	2	3	4
13. When I take notes from my reading, I put down the page numbers where I got the information.	1	2	3	4
14. When a teacher is lecturing in class, I take clear notes of what is said.	1	2	3	4
15. In my lecture notes, I make sure to write down the main ideas.	1	2	3	4
16. In my lecture notes, I include details and examples that help me clarify ideas.	1	2	3	4
Outlining				
17. I outline the major things I learn when I study.	1	2	3	4
18. In my outlines, I include main ideas in the primary headings.	1	2	3	4
19. In my outlines, I include details as subheadings that clarify the main ideas.				
Using Maps				
20. I can use the keys and legends when reading maps.	1	2	3	4
21. I can interpret what the maps suggest about historical trends.	1	2	3	4
Taking Essay Tests				
22. When taking essay tests, I read the directions and all the questions before beginning to answer any of the questions.	1	2	3	4
23. When taking essay tests, I think about what I want to write before beginning.	1	2	3	4
24. When taking essay tests, I organize my answer so my ideas will be clear to the instructor.	1	2	3	4
25. I proofread my answers when I am finished and before I turn in my paper.	1	2	3	4

	Usually	Sometimes	Seldom	Never
Taking Objective Tests				
26. When answering a multiple choice question, I try to eliminate first the obviously incorrect choices.	1	2	3	4
27. I trust my first guess when unsure of an answer.	1	2	3	4
28. I proofread to make sure no question is left unanswered, even if the answer is a wild guess.	1	2	3	4
29. I read through all of the choices given before marking an answer, even if the first or second one seems correct.	1	2	3	4
30. I look for clues in other questions that can help in answering questions of which I am unsure.	1	2	3	4

S.S.S. MEETING LOG

School Sample High School Teacher Rickenbach/Miller Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors ____ Study Skills X

Component: Organizing assignments and study time

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will organize assignments for more efficient use of study time Students will organize their notebooks	1) Using 2 sample notebooks (3 ring binders with dividers, papers, tests, assignments, etc) Some papers are torn. Students grade notebooks according to neatness and organization, then try to modify the notebook so it will receive an improved grade. 2) Pie chart - First how do you spend your time? Then how could you spend your time better? Compare charts - See example	1) Students bring their own notebooks and analyze and improve them -- Using guidelines developed from presentation activity. 2) Keep a schedule of activities for one week using a log of hour intervals from school dismissal until bedtime.	Students attempt to apply guidelines to mainstream classes. Get Feedback from teachers by asking questions. Compare logs & pie-charts, discuss how to schedule more time for study

Materials: Hand-outs
Sample Notebooks

Rationale	Individual Observations	Group Effectiveness	Follow-up
Many teachers require notebooks Students do not study on a regular basis	Monica has kept excellent notebooks. She is a good model for others.	Good lesson, but it's very difficult to get students to see the need for regular study time. Notebook activity was very useful.	Check with mainstream teachers about notebook requirements.

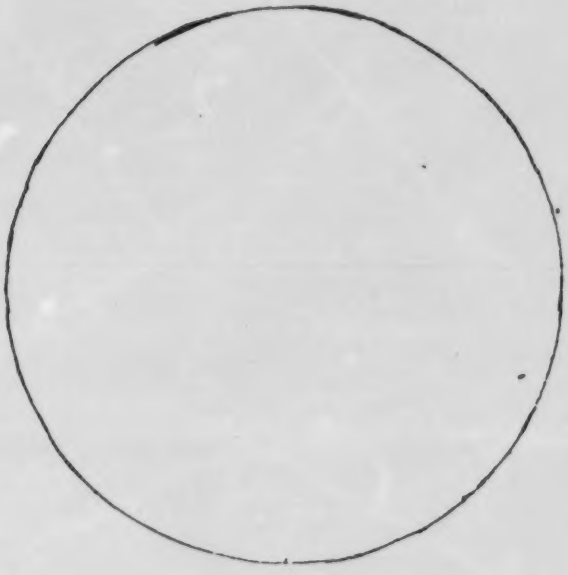
SS-7

HOW DO YOU SPEND YOUR TIME?

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3:00 - 4:00 P.M.							
4:00 - 5:00							
5:00 - 6:00							
6:00 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 - 10:00							
10:00 - 11:00							
11:00 - 12:00							

NAME _____ DATE _____

HOW DO YOU USE YOUR ENERGY?



CUT THE PIE INTO THE AMOUNT OF ENERGY YOU SPEND ON:

1. Friends (girlfriend, boyfriend, etc.)
2. Family
3. School (in building)
4. Job
5. Home Chores
6. You
7. Recreation (parties, etc.)
8. Homework
9. After school Activities
10. Other

S.S.S. MEETING LOG

School Sample High School Teacher ~~Rickenbach/Miller~~ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors ____ Study Skills X

Component: Following Written Directions

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will follow oral and written directions in the regular classroom setting.	Can You Follow Directions? Hand paper to students, tell them - "Read & Follow Directions. Sit quietly when finished. Most students will not read everything first.	Practice writing written directions sample activities include: 1) Directions to your house 2) Phone messages 3) Want Ads Share with other students to see if they can read directions.	Get sample directions to activities and tests from mainstream teachers. Practice reading in group.

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SS-10

Materials:
Handouts

Rationale	Individual Observations	Group Effectiveness	Follow-up
Need for reading directions in all areas.	Try more lessons on want ads. (reading abbreviations) High-interest level for this activity.	Can You Follow Directions? Usually caught the kids off guard. When they got tricked the activity made its point.	Apply also to real-life situations like reading labels.

CAN YOU FOLLOW DIRECTIONS???

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left-hand corner of the paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
13. Draw a circle around the word "paper" in sentence number 4.
14. Call out your first name when you get to this point in the test.
15. On the reverse side of this paper, add 107 and 278.
16. Put a circle around your answer to this problem.
17. Count in your normal voice from 18 to 1 backwards.
18. Punch three small holes in your paper with your pencil here . . .
19. Underline all even numbers on the left side of this page.
20. Now that you have finished reading carefully, do only sentence one and two.

S.S.S. MEETING LOG

School Sample High School Teacher Rickenbach/Miller Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors _____ Study Skills X

Component: Listening & Note-taking Skills

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
Students will listen to a lecture and identify the central theme and facts to support that theme. Students will identify and record pertinent information from lectures and texts.	1) hm Study Skills Program Introduce by using this activity (see attached sheets) 2) Center for the Humanities Filmstrips -- show filmstrips	Do listening games like "Pass a message" Read short passages - give a summary of the main idea. Stop filmstrips at appropriate points & practice "note-taking".	Apply active listening & note-taking skills in mainstream classes.

SS-13

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Materials: Hm study skill program Level II NASSP Reston, Va. 1979, pp.3-6
Center For the Humanities Filmstrips "Note-Taking Skills" Part I & II

Rationale	Individual Observations	Group Effectiveness	Follow-up
Listening skills are very weak. Students need to learn how to take notes in all classes.	Bob talked throughout the filmstrip. Bill was not prepared with pencil and paper.	Students did not like either activity; they were very bored; couldn't listen quick enough to filmstrips; they don't like practicing these skills -- "Just tell us what to write".	Liaison Teacher: Sit in on mainstream lectures: suggest use of outlines and study guides.

LISTENING IS A SKILL

The average junior high or high school student spends about 55% of each day in school listening. That means that you give more time to listening than to anything else that you do in school.

Most people think of listening as something as natural as walking or eating; they don't think of it as anything you have to work at to do well. But as you've seen in the "Questions for Good Listeners," most of us are not good listeners naturally.

Why not? Hearing is a natural ability, but listening is more than just hearing. Listening means directing your attention to what you're hearing and knowing what you've heard.

Listening is a skill. It's one of the most important study skills because listening is a part of almost everything else that we do. It seems simple, but it's not. Being a good listener doesn't come naturally. It requires learning and practice.

WHY IS IT HARD TO LISTEN EVEN WHEN YOU'RE INTERESTED?

Generally people talk at about 125 words per minute. However, we think at a speed that is more than three times as fast, about 400 words per minute. That means that our thoughts move much faster than the words of whatever we're listening to. So, it's not surprising that we often let our attention wander away from what another person is saying to us.

The key to becoming a good listener is to be an active listener; to keep your thoughts directed on what you're listening to.

LISTENING EXERCISE

Directions: Try to be an active listener while your teacher talks. Then, answer the questions below about what you've just heard.

1. What are the main points of what's been said?

2. Where do you think he or she will go next with what he or she is saying?

3. How has he or she proved or supported what he or she has said.

4. Is there anything that he or she is hinting at but not saying: If so, what is it?

5. Rate your active listening during the past few minutes on the scale below. Circle the number that you think best describes your listening.

not listening at all		listening at times		listening but not asking yourself any questions		listening and asking yourself some questions		active listening
1	2	3	4	5	6	7	8	9

UNIT I SUMMARY: LEARNING TO LISTEN

Listening is a skill. It takes effort and practice to learn how to be a good listener.

The key to being a good listener is being an active listener.

How do you become an active listener?

1. Regularly remind yourself of what's already been said while you listen. Ask yourself: how does what's being said now fit in with what's already been said?

2. Try to think ahead of the speaker. Ask yourself: what do I think he or she will say next?

3. Try to listen "between the lines". Ask yourself: is there anything the speaker is hinting at or saying indirectly?

4. Listen first, judge later. Don't try to evaluate what you're hearing until you've heard what the person has to say.

5. Take notes if you need to remember what's been said. Ask yourself: do I need to remember this? Do I need to take notes?

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors _____ Study Skills X

Component: Locating Information

Objectives	Demonstration Activity	Practice Activity	Generalization Activity SS-19
(1) To be able to locate facts from articles which the student reads. (2) To improve vocabulary level and comprehension of new words from context clues. (3) To be able to generally summarize the message of the article i.e. to determine basically the main idea.	(1) Students are given a short article with numbered paragraphs and underlined vocabulary words which they read silently as the teacher reads orally. (2) As a group, the teacher asks a fact question from each paragraph and has a student read the sentence with the answer. Then the sentence with the vocabulary word is read and the possible definition is discussed. One student looks up each vocabulary word in the dictionary.	(1) Students read another high interest article with numbered paragraphs and underlined vocabulary words. (2) On a worksheet (see attachment) students respond to fact questions which correspond to the paragraph. (3) Working from context clues or dictionary definitions, students match underlined vocabulary words with appropriate definitions. (4) Students write a brief statement(1 or 2 sentences) of the main idea.	(1) Choose an article from a content area text and make up 5 locating fact questions. Also choose 5 vocabulary words and make up questions involving matching the definitions or filling the correct word in a sentence. These could be written up and interchanged with fellow students.

Materials: 2 articles with numbered paragraphs and underlined vocabulary words
1 worksheet of questions and vocabulary words to accompany 1 article
Some dictionaries
Pencils and paper

Rationale	Individual Observations	Group Effectiveness	Follow-up
Learning Center students have difficulty scanning articles and parts of texts to locate facts. They tend to skip over vocabulary words which they don't recognize. By cuing in the paragraphs and more difficult words students could easily locate the answers to fact questions. These students need a great deal of practice scanning pages to locate key words and details.	Poor readers needed the article read to them and obviously had more difficulty locating facts and recognizing vocabulary words. Some students were able to use context clues easily to determine vocabulary word meanings while others had to use a dictionary and still did not really understand the word. It would be better for students with more limited reading skills to practice this locating information skill in single paragraphs and build up to longer articles.	The fact that the article was very interesting to the students greatly enhanced the effectiveness of this lesson. Most students were willing to contribute in some aspect of the discussion portion. The worksheet was straight forward enough for students to follow easily. With a less interesting article the group experience might not have been as positive yet the material students must read is not always so motivating. Hopefully the practice of the skill carries over to more boring articles and their texts.	Read another interesting article with the group and omit any cues. (i.e. numbered paragraphs and underlined vocabulary) Try a similar type of worksheet involving locating information and identifying vocabulary words. Discuss with the group any improvement in locating facts. Ask students to write a statement of main idea independently and then compare them.

S.S.S. MEETING LOG

School _____ Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors _____ Study Skills __X__

Component: Taking Notes from a Text

Objectives	Demonstration Activity I	Practice Activity	Generalization Activity
1. Students will recognize the structure and purpose of two notetaking systems. 2. Students will take notes from a text or lecture utilizing the 2 methods. 3. Students will be able to identify and record pertinent information from a text using an organized procedure. 171	1. Teacher presents Outlining as an organized list of main ideas and details of a paragraph. 2. Teacher illustrates the format on Overhead(See Attachment A). 3. Teacher discusses the best use of this method: when reading and outlining chapters in a textbook.	1. Students will read the paragraph provided (Attachment B) and take notes in the outline format presented. 2. Teacher and students review the correct outline together. 3. This can be repeated several times, if necessary.	1. Students will use their own textbooks from their mainstreamed classes to outline a chapter they are currently reviewing. 172

SS-21

Materials:

Attachments A, B
Overhead or Blackboard
Pencil/Paper
Additional copies of Attachments A & B for student use

Reference: Marshak, David
hm Study Skills Program
Level II, Nassp,
Reston, Virginia, 1979
p. 22-24

Rationale	Individual Observations	Group Effectiveness	Follow-up
	(SEE TAKING NOTES: ACTIVITY II)		

SS-22

Attachment A

OUTLINE FORM

I. MAIN IDEA

A. IDEA/DETAIL

B. IDEA/DETAIL

1. Sub-detail

2. Sub-detail

Attachment B

Example

Directions: Read the following paragraph and take notes for it in the outline form below.

During the 19th century, women in America had very few rights. All children, including girls, were considered to be the property of their fathers. When a woman married, she lost her legal standing as an individual and once again belonged to a man, this time her husband. The husband became the legal owner of all of her property and earnings. Also, women were not allowed to vote or hold public office. Generally, women were considered inferior to men and, thus, not deserving of rights. It was not until the 20th century that women began to win these rights.

I._____

A._____

B._____

C._____

D._____

S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors _____ Study Skills X

Component: Taking Notes from a Text

Objectives	Demonstration Activity II	Practice Activity	Generalization Activity
Students will recognize the structure and purpose of two notetaking systems.	1. Teacher presents Mapping as an alternate note-taking system - it is a picture or diagram with the main idea in the center and facts connected to it by drawing a line or two. 2. Teacher illustrates the format on Overhead (Attachment C). 3. Teacher discusses the best use of this method: When taking notes in class from a lecture.	1. Teacher will read/lecture to the students or let them read from the paragraph provided (Attachment D), while students will take notes in the Mapping format. 2. Teacher and students review correct outline together. 3. This activity can be repeated several times, if necessary.	1. Students will use this format for taking notes in their mainstreamed classes.

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SS-24

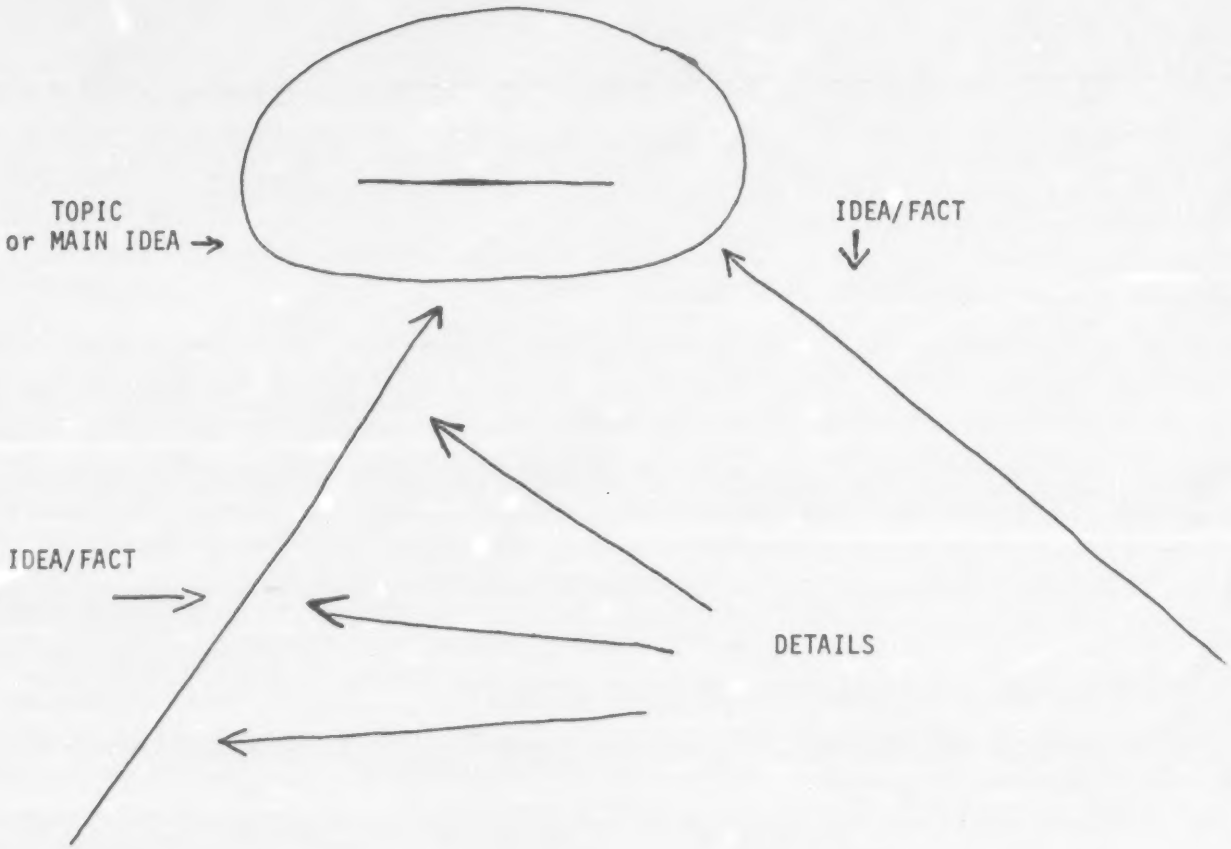
Materials:

Attachments C, D
Overhead or Blackboard
Paper/Pencil
Additional copies of Attachments C & D for student use

Rationale	Individual Observations	Group Effectiveness	Follow-up
These activities were chosen because each student in the group was asked to keep at least one notebook by their classroom teachers. Also, it provides students with a record of what they will need to know in studying for tests.	Steve and Mike need more instruction in determining main ideas and details. They were easily frustrated and started to giggle and disrupt the class because they didn't really maintain this prerequisite skill. Tom still doesn't have a notebook. Chris, Dave & Larry are ready for more application activities.	This activity covered too much material for one or even two lessons. Some students found it difficult (and kept the group back) because they were unable to pick out the main ideas used in the paragraphs provided.	Provide students with more practice taking notes, using both systems from their mainstreamed class textbooks. Get with teachers to make sure they are aware of correct assignments, and if teachers could provide an outline for those who still can't take notes from lecture. Review student notebooks from time-to-time.

Attachment C

MAPPING FORM



Attachment D

HOW TO DO MAPPING

1. In capital letters, print the topic or main idea of the lecture, discussion, chapter, or section in the centerof the page. Circle it.

2. Whenever you hear or read an important idea or fact, print it on the page on a line that's connected to the circle around the topic.

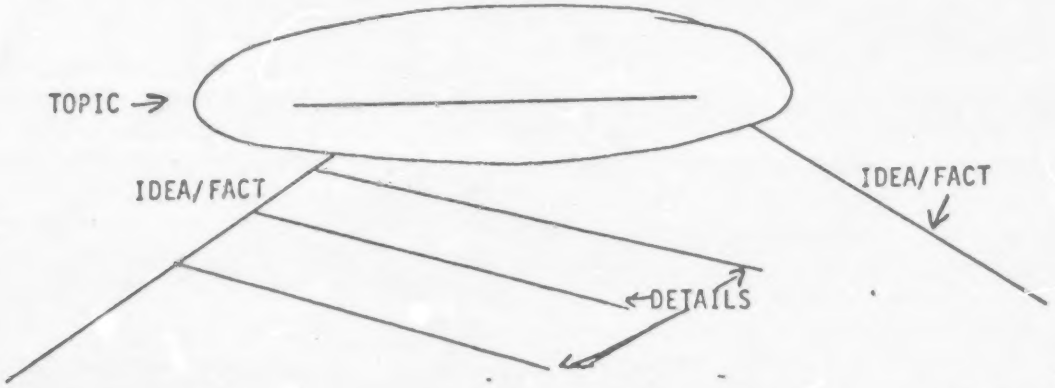
3. If there are details to be included in the map, print them on lines which are connected to the ideas which the details describe.

REMEMBER: When you are mapping, be sure to connect all notes to some other note in a way that makes sense to you. Then, when you finish, you'll have all of your notes already organized.

EXERCISE II

Directions: Read the paragraph below and take notes for it using the mapping form which follows it.

The air over most cities is polluted. It contains substances released from cars and trucks, industrial smokestacks, and houses and other buildings. As it contains some poisonous materials, polluted air is harmful to health as well as unpleasant to breathe. It can make people cough, choke, cry, and even faint. More seriously, it can also cause respiratory infections, lung cancer, allergies, and several other diseases. Polluted air also hurts plants and reduces the yield of agricultural crops.



S.S.S. MEETING LOG

School Sample High School Teacher _____ Date _____

Students Attending _____ Students Absent _____

Strand: Behavior Control ____ Teacher-Pleasing Behaviors____ Study Skills __X__

Component: Taking a matching test

Objectives	Demonstration Activity	Practice Activity	Generalization Activity
(1) To review the kinds of objective tests (2) To learn to apply a process of elimination in taking matching tests. (3) To learn a system of reading the two lists then matching the definition to the term while looking for key words as clues.	(1) Discuss test taking in general and zero in on matching test (2) Explain how to take matching tests and give examples. (See attachment A)	(1) Give students a sample of a previous matching test in health. (2) Read through the 2 columns and then have students apply the system of elimination discussed and demonstrated on the board.	(1) Have students using one of their content area texts make up 5 sample matching questions. (2) Share these sample questions with other students who are taking the same class and possibly try this to study for a test.

SS-28

Materials: (1) Chalkboard & chalk
(2) Pencils and Paper
(3) Attachment A for explanation of presentation
(4) Copies of a matching test for each student

Rationale	Individual Observations	Group Effectiveness	Follow-up
Students in the learning center have great difficulty in preparing for and taking tests. Matching tests present a lot of information to process at one time, so that learning a system of taking them would be very helpful. Simply practicing the steps of taking a matching test should improve the skill and be generlized to all test taking.	(1) Students with reading difficulties had to have the matching tests read and required more time developing a system of elimination. (2) The sample items were too easy for some students but appropriate for others. The level of difficulty of the sample should be well thought out. It could be more effective to use an area of interest from which to create the matching sample.	(1) The students who found the samples interesting responded well to the lesson. (2) Students who had taken matching tests before were more attentive to the lesson. (3) Students who found the samples too easy were turned off faster (be careful to choose appropriate samples).	After students had practiced the skill in the learning center, a content area teacher would be asked to give a matching test. These scores would be compared to previous scores to determine the effectiveness of teaching the skill.

Attachment for Taking a Matching Test

There are two basic kinds of tests that you will have to take in high school: objective and essay. Teachers usually use objective tests to determine if students know certain facts and these tests require less writing. Objective tests usually require one word or a letter or number. The most common objective tests are 1) Multiple Choice - on which you are required to pick from several possible answers by circling a letter or underlining it; 2) Short answer - on which you write one word or a short phrase that answers the question; 3) true - false - on which you write T if the statement is true and F if it's false or Matching - on which you are given 2 lists of information and you must connect them in some way.

There are methods of studying for each of these kinds of tests. We are going to look at matching. It is best to take matching tests by using a process of elimination. Do the ones you know for sure first and cross them off. Then do the others the best you can. Look for key words which may give clues to the answers. Sometimes endings or prefixes give clues to which words match up.

Using the following example try the process of elimination:

Example 1 - Write the number of the animal in the blank before the word which names a part of the animal

1) dog	____ hands
2) horse	____ wings
3) bird	____ spinnerets
4) spider	____ paws
5) human being	____ mane

Example 2 - Write the number of the city in the blank before the state on which that city is located

1) Chicago	____ Maine
2) New York	____ Texas
3) Boise	____ Illinois
4) Tulsa	____ California
5) New Orleans	____ Idaho
6) Bangor	____ New York
7) Houston	____ Louisiana
8) Sacramento	____ Oklahoma

RESOURCES FOR TEACHERS
(by Title)

Basic Skills in Following Directions, CEBCO Standard Publishing, 9 Kulick Rd., New Jersey 07006 (Adapted Worksheets)

Basic Study Skills: Did I Get An "A", Joan D. Coley, Ph.D., Media Materials, Inc., 2936 Remington Ave., Baltimore, Maryland 21211 (Tel. 301-235-1700), 1976

Basic Study Skills: Follow That Sign, Media Materials, Inc., Dept. W29, 2936 Remington Ave., Baltimore, Md. 21211, 1976. (T.G., Cassette, Worksheets, performance test)

Basic Study Skills: Ideas In A Nutshell, Joan D. Coley, Ph.D., Media Materials, Inc., 2936 Remington Avenue, Baltimore, Maryland 21211 (Tel. 301-235-1700), 1976

Basic Study Skills, Outlining, Media Materials, Inc. Dept. W 29, 2936 Remington Ave., Baltimore, Md., 21211, 1976, (T.G., Cassette, Worksheets, performance test)

Deciding for Myself: A Values Clarification Series, Wayne Paulson, Winston Press, Inc., 430 Oak Grove, Minneapolis MN 55403, 1976.

Guide to Self-Incorporated, Agency for Instructional Television, Bloomington, Indiana, 1975

hm Study Skills Program Level II, David Marshak, NASSP, Reston, Virginia, 1979

Improving Test Scores - Scope Visuals 25, Scholastic Book Services, New York, 1976. (Transparencies and masters)

Lifeline: Values Education Curriculum, Argus Communication 7440 Natchez Ave., Niles, Illinois 60648

Math In and Out of the Mainstream, Lorraine Lyon and Elizabeth Karplus, Academic Therapy Publications, 1980

Making Your Memory Work, Xerox Corporation, 1250 Fairwood Ave., Columbus, Ohio 43216, 1975. (Ideas and Sample Worksheets Booklet)

RESOURCES FOR TEACHERS
(Continued)

Meeting Yourself Halfway, Dr. Sidney B. Simon, Argus Communications, 1974

Notetaking and Outlining Skills, The Center for Humanities How to Survive in Schools, White Plains, NY 10603 (3 Kits - Slides/Tape & Record)

101 Subversive Activities for the Classroom, Teaching Human Beings by Jeffrey Schrank, Beacon Press, Boston 1972. price $4.95

Personality: Roles You Play, Jeffrey Marlin, Sunburst Communications, Dept. TG, Pleasantville, NY 1974 $50.00, 2 parts, filmstrip, cassette tapes, teachers guide

Problem Solving: Using Your Head Creatively by Carol Christian, Human Relations Media, Pleasantville, N.Y. 1978 $35.00, 4 parts, filmstrips, cassette tapes and T. Guide

Programmed Study Technique (How to Study Workbook, Thomas F. Staton, Ph. D., American Guidance Service, Inc., Circle Pines, Minnesota 55014

Reading and Following Directions, Winifred Ho Roderman, A Janus Survival Guide, Janus Book Publishers, Hayward, California 1978

Reading and Reviewing - Effective Studying 1, Xerox Education Publications, 1250 Fairwood Ave., Columbus, Ohio 43216, 1978. (Ideas and sample worksheets booklet)

Relating: The Art of Human Interaction, Susan Beth Pfeffer, Human Relations Media, Pleasantville, NY 1977. $60.00, 2 parts, filmstrips, cassette tape and teacher guide

Scope Study Skills - Count Down, Scholastic Book Service, 50 West 44th Street, New York, NY 10036, 1973, workbook)

Studying for Success, Eye Gate, Inc., Educational Filmstrips, Jamaica, NY 11435 (Record/Filmstrip)

Study Skills: For Information Retrieval, Donald L. Barnes and Arlene B. Burgdorf, Allyn and Bacon, Inc. 1974

RESOURCES FOR TEACHERS
(Continued)

Study Skills: Teaching Resources Films, Bedford Hills, NY 10507 (Cassettes/Filmstrips)

Understanding Directions, Harvest Educational Labs, 1977 (4 filmstrips - All Around You, At Home, What Are Directions? At School)

Values Clarification, Simon, Howe & Hirschenbaum, Hart Publishing Company, Inc. 1972

References

Silverman, R. Zigmond, N. and Sansone, J. Teaching coping skills to adolescents with learning problems. Focus on Exceptional Children, 1981, 13.

Zigmond, N., Brownlee, J. Social skills training for adolescents with learning disabilities. Exceptional Education Quarterly, 1980, 1, 77-82.

Zigmond, N. A prototype of comprehensive service for secondary students with learning disabilities: A preliminary report. Learning Disability Quarterly, 1978, 1, 39-49.